

**THE INFLUENCE OF JEOPARDY GAME ON STUDENTS'
VOCABULARY MASTERY AT THE EIGHTH GRADE OF
SMP KARTIKA II-2 (PERSIT) BANDAR LAMPUNG IN
THE ACADEMIC YEAR OF 2017/2018**

A Thesis

Submitted as a Partial Fulfillment of
the Requirements for S1-Degree

By
PATIMAH MULENG
NPM. 1311040098

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN LAMPUNG STATE
ISLAMIC UNIVERSITY
2018**

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UNIVERSITAS ISLAM NEGERI



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN LAMPUNG STATE
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2018**

ABSTRACT

THE INFLUENCE OF JEOPARDY GAME ON STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF SMP KARTIKA II-2 (PERSIT) BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

By:
Patimah Muleng

Vocabulary is very important for people to use language, without vocabulary people cannot develop the language skill namely, listening, speaking, reading, and writing. The students' vocabulary mastery at SMP Kartika II-2 Bandar Lampung have difficulties in learning vocabulary, it is proven by the score of the students in preliminary research. There were 54.1% of the students who got the score under 74 in the KKM. It means that the students' vocabulary mastery is still low and need to be increased. To solve the problem, the researcher applied jeopardy technique in teaching vocabulary. Thus, the objective of this research was to know whether there was an influence of jeopardy game on students' vocabulary mastery at the eighth grade of SMP Kartika II-2 Bandar Lampung in the academic year of 2017/2018.

The methodology of this research was quasi experimental design with the treatment held in three meetings, 2 x 40 minutes for each. The population of this research was eighth grade students of SMP Kartika II-2 Bandar Lampung. The total sample in this research was 60 students that were taken from two classes, VIII A and VIII C. In collecting the data, the research used instruments, pre-test and post-test. The instrument of this research was vocabulary test. After giving the post-test, the researcher analyzed the data by using SPSS to compute independent sample t-test.

After the researcher analyzed the data by using independent sample t-test, it was found that the result of Sig. (2-tailed) of the equal variance was $0.000 < \alpha = 0.05$. It means that H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was influence of jeopardy game on students' vocabulary mastery at the eighth grade of SMP Kartika II-2 Bandar Lampung in the academic year of 2017/2018.

KeyWords : *Jeopardy Technique, Vocabulary Mastery, Experimental Research Design*



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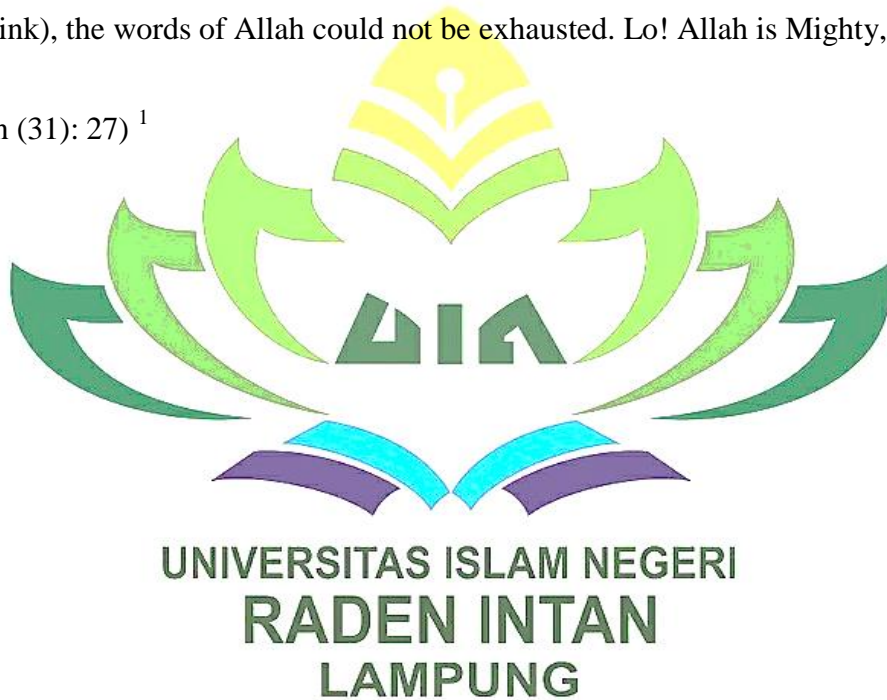

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MOTTO

وَلَوْ أَنَّ فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَبْحُرٍ مَا نَفِدَتْ كَلِمَاتُ
اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ٢٧

And if all the trees in the earth were pens, and the sea, with seven more seas to help it, (were ink), the words of Allah could not be exhausted. Lo! Allah is Mighty, Wise.

(Luqman (31): 27) ¹

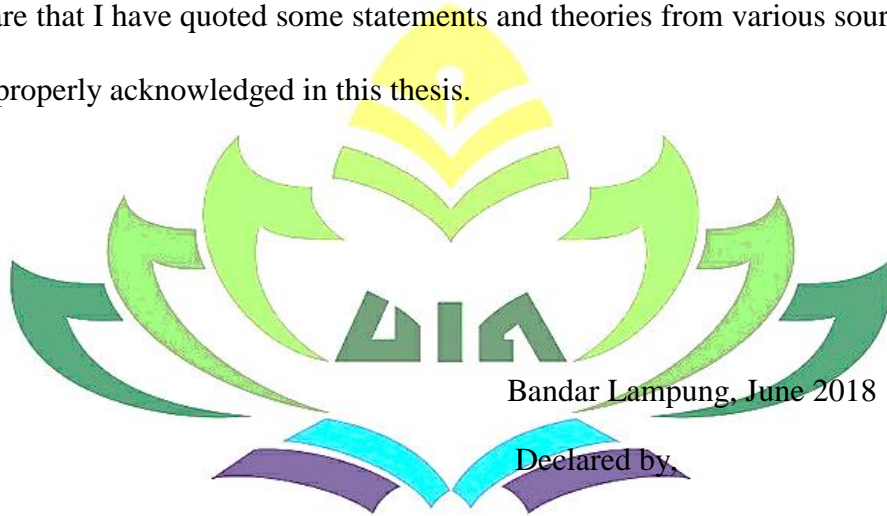


¹ Yayasan Penyelenggara Penerjemah *Al-Qur'an, The Noble Qur'an*, (Depok: Al-Huda, 2006), p. 850

DECLARATION

I hereby state that this thesis entitled “The Influence of Jeopardy Game on Students’

Vocabulary Mastery at the Eighth Grade of SMP Kartika II-2 (Persit) Bandar Lampung in the Academic Year of 2017/2018” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.



Bandar Lampung, June 2018

Declared by,

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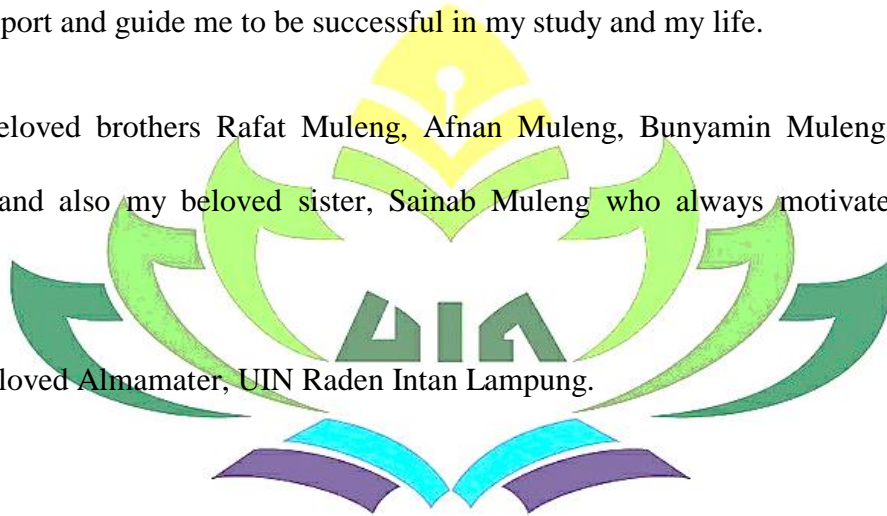
DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Hasen Muleng, and Mrs. Hamidah Doloh, who always pray, support and guide me to be successful in my study and my life.

2. My beloved brothers Rafat Muleng, Afnan Muleng, Bunyamin Muleng, Faisol Muleng and also my beloved sister, Sainab Muleng who always motivate me to succeed.

3. My beloved Almamater, UIN Raden Intan Lampung.



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CURRICULUM VITAE

The name of the writer is Patimah Muleng. He was born in Yala south of Thailand, on April 10th, 1993. He is the third child of Mr. Hasen Muleng and Mrs. Hamidah doloh. He has one brother whose name is Rafat Muleng, tree younger brothers whose names are Afnan Muleng, Bunyamin Muleng, Faisol Muleng and one sister whose name Sainab Muleng.

The researcher graduated from Pratom Seksa Ban Sa'e Nai (Elementary School) in 2006. After that, she went to Alawiah Witaya School (Junior High School) and graduated in 2009, and she continued her study in Alawiah Witaya School also (Senior High School). And she graduated her study in 2012. Furthermore, she continued her study in International Language Academy Yala Islam University, Yarang, Thailand. After finishing her study in ILA, she decided to study in English Educational Program of Tarbiyah and Teacher Training Faculty of State Islamic University of Raden Intan Lampung.

ACKNOWLEDGEMENT

Praise be to Allah, the most gracious and the most merciful, who has given his blessing and chance for completing this thesis entitled “The Influence of Jeopardy Game on Students’ Vocabulary Mastery at the Eighth Grade of SMP Kartika II-2 (Persit) Bandar Lampung in the Academic Year of 2017/2018”. This thesis is written as one of requirements of S-1 degree the English Education study program of UIN Raden Intan Lampung. In finishing this thesis, the writer obtained so much help, support, love and many valuable things from various sides. Therefore, the writer would sincerely thank:



1. Prof. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung, with his personnel who have given an opportunity and forbearance to the writer when on going the study until the accomplishment of this thesis.

2. Meisuri, M.Pd., the Chairperson of English Education Study Program of UIN Raden Intan Lampung who patiently guided the writer until the completion of this thesis.

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Finally, the writer is fully aware that there are still a lot of weaknesses in this thesis. For this, the writer truthfully expects criticism and suggestion from the readers to enhance the quality of the thesis.

TABLE OF F CONTENTS

	Page
COVER	i
ABSTRACT.....	ii
APPROVAL	iii
ADMISSION.....	iv
DECLARATION.....	v
MOTTO	vi
DEDICATION.....	vii
CURRICULUM VITAE.....	viii
ACKNOWLEDGEMENT.....	ix
TABLE OF CONTENTS.....	xi
LIST OF TABLES	xiv
LIST OF FIGURES	xv
LIST OF APPENDICES	xvi

CHAPTER I : INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	8
C. Limitation of the Problem.....	8
D. Formulation of the Problem.....	8
E. Objective of the Research	9
F. Use of the Research	9
G. Scope of the Research.....	10

CHAPTER II : REVIEW OF RELATED LITERATURE

A. Frame of Theory	11
1. Teaching English as a Foreign Language	11
2. Vocabulary	14
a. Concept of Vocabulary	14
b. Types of Vocabulary	15
c. Concept of noun	18
d. Concept of adjectives	21
e. Aspect of Vocabulary.....	22
f. Concept of Vocabulary Mastery	25

g. Concept of Teaching Vocabulary	27
3. Concept of Approach, Method and Technique	30
4. Game	32
a. Concept of Game	32
b. Types of Game	33
5. Jeopardy Game	34
a. Concept of Jeopardy Game	34
b. Procedure of using Jeopardy Game	35
c. Advantage of Jeopardy Game	36
d. Disadvantage of Jeopardy Game	37
6. Translation Technique	37
a. Concept of Translation Technique	37
b. Procedure of Teaching through Translation Technique	39
c. Advantage of Translation Technique	40
d. Disadvantage of Translation Technique	41
B. Frame of Thinking	41
C. Hypothesis	43

CHAPTER III : RESEARCH METHODOLOGY

A. Research Design	44
B. Research Variable	45
C. Operational definition of Variable	46
D. Population, Sample and Sampling Technique of the research	47
1. Population of the Research	47
2. Sample of the Research	48
3. Sampling Technique	48
E. Data Collecting Technique	49
F. Research Instrument	50
G. Scoring Procedure	53
H. Research Procedure	53
I. Validity and Reliability of Test	56
1. Validity of the Test	56
2. Reliability of the Test	58
J. Data Analysis	59
1. Fulfillment of the Assumptions	59
a. Normality Test	59
b. Homogeneity Test	60
2. Hypothetical Test	60

CHAPTER IV : RESULT OF THE RESEARCH

A. Result of the Research.....	62
1. Result of Pre-test.....	62
2. Result of Post-test	64
3. Gain Score	66
B. Result of Data Analysis.....	66
1. The Result of Normality Test	66
2. The Result of Homogeneity Test	67
3. The Result of Hypothetical Test	68
C. Discussion	69

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	75
B. Suggestion	75

REFERENCES

APPENDICES



**UNIVERSITAS ISLAM NEGERI
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LIST OF TABLES

Table 1	Students' Vocabulary Score	5
Table 2	Total Number of the Students at the Eighth Grade of SMP kartika II-2 Bandar Lampung in the Academic year of 2017/2018	47
Table 3	Spesification of Test For Pretest and Posttes Before Validity test	51
Table 4	Spesification of Test For Pretest and Posttes After Validity test.....	52
Table 5	The Level of Reliability	59
Table 6	The Normality Test of the Experimintal and Contlol Class.....	67
Table 7	The Hormogeneity Test of the Exprimental and Control Class	68
Table 8	The Result of Hypothetical Test	69



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LAMPUNG

LIST OF FIGURES

Figure 1 Graphs of Pretest in Experimental Class	62
Figure 2 Graphs of Pretest in Control Class	63
Figure 3 Graphs of Posttest in Experimental Class	64
Figure 4 Graphs of Posttest in Control Class	65



LIST OF APPENDICES

	Page
Appendix 1 The Result of Teacher’s Intervie	77
Appendix 2 The Result of stdunt’s Interview	78
Appendix 3 The Students’ Score of Vocabulary at the Eighth Grade of SMP Kartika II-2 Bandar Lampung in the Academic year of 2017/2018	80
Appendix 4 The Syllabus of Eighth Grade	89
Appendix 5 Lesson Plan For Experimental Class	94
Fist Meeting	94
Second Meeting	103
Third Meeting	112
Appendix 6 Lesson Plan For Control Class	121
First Meeting	121
Second Meeting	130
Third Meeting	140
Appendix 7 Test Item Try Out For Pre-Test	150
Appendix 8 Test Item Try Out For Post-Test	154
Appendix 9 Aswer Key Try Out For Pre-Test and Post-Test	158
Appendix 10 Reliability for Pre-test and Post-Test	159-160
Appendix 11 The Result of Pre-test in Experimental Class.....	161

Appendix 12 The Result of Pre-test in Control Class	162
Appendix 13 The Result of Post-test in Experimental Class	163
Appendix 14 The Result of Post-test in Control Class	164
Appendix 15 Students' Score in Experimental Class	165
Appendix 16 Students' Score in Control Class.....	166
Appendix 17 The Normality Test of Experimental and Control Class	167
Appendix 18 The Homogeneity Test of Experimental and Control Class.....	167
Appendix 19 The Result of Hypothetical Test.....	168
Appendix 20 Documentation of Research	172
Control Card	
Research Permission Letter from SIN Raden Intan Lampung	
Research Permission Letter from SMP Kartika II-2 (Persit) Bandar Lampung	



CHAPTER I INTRODUCTION

A. Background of the Problem

Language is one of the most important things in communication and it is used as a tool of communication among the nations all over the world. As an international language, English is very important and has many relationships with various aspect of life owned by human being. For Indonesia, English is a foreign language. With its position, foreign language as a subject matter at the school. Nowadays, English becomes more important in all sides of life. That is why the English must be taught from elementary to university. It also explained from holy quran in Ar-Rahman verse 1-4:



الرَّحْمَنُ ۝ عَلَّمَ الْقُرْآنَ ۝ خَلَقَ الْإِنْسَانَ ۝ عَلَّمَهُ الْبَيَانَ

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Meaning: “1. The most Gracious! 2. It is He Who has taught the Qur’an. 3. He has created man: 4. He has taught him an intelligent speech.”(Ar-Rahman: 1-4)²

Based on Qur’an verse above, it can be seen that language is a skill that given to a human from God. This statement is supported by His firman that God created human with the knowledge and language skill. And it can be seen that in order to interact with other, human can use many ways to convey their ideas and intentions such as

² Abdullah Yusuf Ali, *The Holy Qur’an, Text and Translation*, (New Delhi: Millat Book Center, 2006), p. 590

voice, gesture, and symbols. Thus, a human can interact either oral, written and gesture to express our feeling.

English is used by most people throughout the world. Although there are some languages that become international language nowadays, people tend to use English rather than other languages. As an international language, English can give many advantages to people who learn it. English is taught in order to absorb science, technology and art. English also helps people to communicate with other people in other countries.

In learning English, there are four skills which should be learned by the English learner. They are listening speaking, reading and writing, besides the language skills, English also has some language aspects that have to be learned to support student in learning English. They are grammar, pronunciation and vocabulary. The three aspects are always connected with each other. All of those skills will be achieved when the students have mastered vocabulary. Thornbury says without grammar very little can be conveyed, without vocabulary nothing can be conveyed.³ We can still understand the language even if we did not know about grammar. But, the language will tell us nothing, if we do not know anything about vocabulary.

Dealing with the background above, the writer saw that vocabulary plays an important role in understanding a sentence or a text. When we talked about

³ Scott Thornbury, *How to Teach Vocabulary*, (Essex: Pearson Educational Limited, 2002), p.13

vocabulary we are also talked about particular meaning. Students must learn vocabulary of the language is they want to be able to use the language in communication. Michael L. says that vocabulary is the set of words for which writer know the meanings when the researcher speaks or read orally.⁴

The students who had little knowledge of vocabulary will face some difficulties to understand the researcher language and oral language. Edwards said the students who are less on vocabulary, will be difficult to wrote their own idea, unable to speak English and difficult in understanding the text. In addition, students with a small vocabulary also read slowly because they do not understand many of words or had to stop and look up in dictionary.⁵ The researcher conclude, if the students who less on vocabulary, so it will be difficult to write, speak and understanding the text.

According to Junaidi A. S.pd, the words level for Junior High School is 1000 words. In addition, based on KTSP curriculum in Indonesia, the governments required students at Junior High School should master 900-1200 words nowadays. But in fact, based on the researcher experience, most of the students only know 5 new words on a week. Because of that, the students feel difficult to follow English classroom activity.

⁴ Elfrida H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary*, (London: Roulledge Press, 2005), p. 3

⁵ Stephen Edwards, *Ways to Improve Your Study Habits* (Encouragement Press:2006), p.117.

Moreover, they will took UN at Third grade so that if they lack vocabulary, they will difficult when took UN. Therefore, they should increase their vocabulary right now.⁶

Based on preliminary research which conducted at SMP Kartika II-2 (Persit) Bandar Lampung, the researcher found that the students' vocabulary was still low. From the interview done to the English teacher of the eighth grade of SMP Kartika II-2 (Persit) Bandar Lampung (Junaidi A. S.Pd), he said that most of the students did not have any motivation and they had difficulties in mastering vocabulary. The researcher found some problem. The first problem was forgotten and loses the words rapidly. It was because the difficulties in pronunciation, spelling, idiomatic and overlap meaning make the students uninterested to memorize the vocabularies well. The second problem was teaching technique. The techniques used are uninteresting and make the student bored. Teaching technique is also important in teaching vocabulary. A teacher should have various techniques instead of using translation technique in order to avoid boredom to the students. An important in teaching technique is how to motivate the student studying vocabulary, practical the effective technique to make the class livelier, make learning vocabulary easier and more pleasant.⁷ Rather, the students said that the teacher did not use interesting and varieties technique in teaching vocabulary. Sometimes teacher used technique which made students were bored. The teacher usually used translation technique, the teacher gave some vocabularies for the

⁶ Junaidi A. S.pd *English Teacher of SMP Kartika II-2 Bandar Lampung*, on 11 may 2017. An Interview

⁷ Junaidi A. S.pd *English Teacher of SMP Kartika II-2 Bandar Lampung*, on 11 may 2017. An Interview.

students and asked them to translate or memorize vocabularies.⁸ This teaching technique made students were bored and did not feel enjoyable when learning the material. Thus, they felt so difficult to memorize and less motivation in learning vocabulary. The score could be seen in the table below.

Table 1
Students' Vocabulary Score at the Eighth Grade Students of SMP
Kartika II-2 (Persit) Bandar Lampung

No.	Students' score	The number of student	Percentage
1	≥ 74	90	45.9%
2	< 74	106	54.1%
	Total	196	100%

Score: Documentation of sixth class of SMP Kartika II-2 (Persit) Bandar Lampung

From the table above, it could be seen that 45.9% of students got score ≥ 74 , it means that the students who had reached KKM are 90 students and 54.1% got score < 74 , it means that 106 students have not reached KKM. It means that the students' vocabulary score is low. From the table above, it means that vocabulary score should be increased, because in SMP Kartika II-2 (Persit) Bandar Lampung used criteria of minimum mastery (KKM) is 74. The writer assumed that most of the students are still difficult to master vocabulary. The writer concluded, the teacher as involved factors in teaching learning process should choose a certain specific technique that provides communicative activities, gave sufficient chance for the students to practice English

⁸ Students, The Interview to the Students at the Eighth Grade of SMP Kartika II-2 Bandar Lampung, Conducted on 11 May 2017.

to increase vocabulary mastery. Furthermore, teacher of English should apply various techniques for teaching vocabulary so that it will be effective and enable the teacher to teach the students well in understanding the subject. There were many kinds of techniques in teaching vocabulary.

In this case, the teacher needed another way to help the students in mastering vocabulary. The researcher wanted to solve the problems by offering a game. As Hadfield states that the most important reasons for using game is simply that they are immensely enjoyable for both teacher and student.⁹ It means that by using game the students will feel enjoyable, happy and relaxed in following the learning process.

Therefore, it is very important to solve problems for teaching English especially vocabulary. In other words, to find out the suitable technique which can increase motivation and interest of students on learning English vocabulary, the use of game can make fun learning for students. According to Hadfield, the familiar games such as Jeopardy games can make the player think more about other guess of information what it might be.¹⁰ In other words, students can think with other friends during playing and it can reduce their stress.

The first previous research has been done by Galuh Sasmita entitled Using Jeopardy Game to Improve the Reading Comprehension of the Tenth Grade of SMKN 2

⁹ Jill Hadfield, *Elementary Vocabulary Games* (London: Longman, 1990), p.4

¹⁰ Hadfield J, *Intermediate Communication Games* (English; Longman , 1990), p.5

Malang.¹¹ Based on the finding this technique was effective to be used in reading comprehension. So, the researcher would try to used jeopardy technique in teaching vocabulary. The researcher wanted to know there are effective or not that used this technique.

The second previous research had been done by Rama Dhinianti Bissalam entitled *The Influence of using Jeopardy Game Towards students' Mastery on Passive Voice at the first Semester of the Eleventh Grade of Mas Nurul Qodiri Way Pengubuan*.¹² The result of Rama Dhinianti Bissalam's research is Jeopardy game was effective used to teach grammar on passive voice in MAS Nurul Qodiri Way Pengubuan.

In this case, the researcher would use Jeopardy game to increase students' vocabulary mastery in learning English in order make English class more effective. Jeopardy is an activity to encourage students to think about the questions which may lead to particular answer.¹³ This game could make students think creatively about particular answer so they can remember the words after they know the answer. Therefore, the researcher conducted a study on the title *The Influence of Jeopardy game on students' Vocabulary Mastery at Eighth Grade*.

¹¹ Galuh Sasmita, *Using Jeopardy Game to Improve the Reading Comprehension of the Tenth Grade of SMKN2 in The Academic Year of 2014/2015*.S1 Thesis of English Education Department in Tarbiyah and Teacher Training Faculty at State University of Malang.

¹² Rama Dhinianti Bissalam entitled *The Influence of using Jeopardy Game Towards Students' Mastery on Passive Voice at The first Semester of the Eleventh Grade of Mas Nurul Qodiri Way Pengubuan in the Academic Year of 2015/2016* .S1Thesis of English Education Department in Tarbiyah and Teacher Training Faculty at Raden Intan State Islamic University Lampung.

¹³ Nothern Ireland Curriculum, *Active Learning and Teaching Method for Stage 1&2*. (A PMB Publication, 2007), p.40.

B. Identification of the Problem

Based on identification of the background above, the researcher indentifies some problems. They are as follows:

1. Student' vocabulary was still low.
2. Student' motivation was less.
3. Students were easy to be bored in learning vocabulary.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher focused on the influence of Jeopardy game on students' vocabulary mastery in the second semester at the eighth grade of SMP Kartika-II (Persit) Bandar Lampung in the academic year of 2017/2018. The aspects vocabulary mastery taught were word meaning and word use. The vocabulary learning will focus on noun and adjective of descriptive text with the topics will be people, animal and things. The researcher limited their kinds of vocabulary because of the appropriateness with syllabus.

D. Formulation of the Problem

The formulation of the problem in this research is:

Is there significant influence of Jeopardy game on students' vocabulary mastery at the second semester of the eighth grade of SMP Kartika-II (Persit) Bandar Lampung in the academic year of 2017/2018.

E. Objective of the Research

The objective of the research was to know whether there is a significant influence of Jeopardy game on students' vocabulary mastery at the second semester of the eighth grade of SMP Kartika-II (Persit) Bandar Lampung in the academic year of 2017/2018.

F. Use of the Research

Hopefully, this research would useful for the students, teacher, and the readers. The result was used as follows:

a. For the students

By learning vocabulary used Jeopardy game, the students could take some new techniques to learn English with fun. Furthermore, they could master new vocabulary by jeopardy game so they never feel bored and the objective of teaching would achieved by the whole of the class.

b. For the teacher

This research is expected to give new information for the teacher in which can help the students to build their vocabulary that always facing many problems in learning English. English teacher could be use the technique in order to achieve the objective of English class.

c. For the researcher

By doing the research, the researcher hopes to know more about vocabulary mastery that will be useful for the future of her life. The researcher also gets knowledge and experience in finding a new technique in teaching English.

G. Scope of the Research

Scope of the research is as follows:

1. Subject of the Research

The subject of the research was the students at the second at the eighth grade of SMP Kartika II-2 (Persit) Bandar Lampung in the academic year of 2017/2018.

2. Object of the Research

The objects of the research was the use of Jeopardy game and students' vocabulary mastery.

3. Place of the Research

The research was conducted of SMP Kartika II-2 (Persit) Bandar Lampung in the academic year of 2017/2018.

4. Time of the Research

The research was conducted at the second semester of academic year of 2017/2018



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Teaching English as a Foreign Language

People use language to communicate each other, there are many languages in the world, and it needs the knowledge to make the right understanding. Al-Qur'an as the holy book of Moslem really appreciates the diversity among languages, because the world consists of many difference people with difference people with difference ethnics, nation and also languages based on Ar-Rum verse 22 explained:

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَلَوْنِكُمْ

إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

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LAMPUNG

Meaning: And among His Signs is the creation of the heavens and the earth, and the variations in your languages and your colours: verily in that are Signs for those who know.¹⁴ It means that language is very important because it is always used by people to communicate and as a media to share information with other people.

¹⁴ Abdullah Yusuf Ali, The Holy Qur'an, Text and Translation, (New Delhi: Millat Book Center, 2006), p. 436

English is as an international language. It means that if we can speak English, we will be welcome. English is very important language to learn. In Indonesia, English is one of language that is learnt by the elementary students until the University students.

Language is used to communicate to communicate our thoughts and ideas.¹⁵ And there are some skills in language. Especially in English language, the teacher always give lesson that containing at least four skills namely listening skill, speaking skill, reading skills, and writing skills. As a teacher, the teacher must master all of the skills to use as a communication of ideas, feeling, believe, opinion, loves, knowledge etc.

English as a foreign language is generally taken to apply students who are studying general English at school and institute in their own country or as transitory visitors in a target-language country.¹⁶ Teaching English as a Foreign Language refers to a particular methodology for teaching people whose first language is not English, but who need to learn it for work or choose to learn for leisure.

In Indonesia, English is a foreign language that is taught formally from Junior High School up to University levels as a compulsory subject. It has also been taught at elementary school as a local content. Foreign language is the language which is used by the people from other country or society. For example Russian, Chin and other country also use these languages. These are foreign language because they have

¹⁵ M. F. Patel and Praveen M. Jain, *English Language Teaching: Methods, Tools, and Techniques*, (Vaishali, Jaipur: Sunrise, 2008), p. 31

¹⁶ Jeremy Harmer, *How to Teach Writing*, (London Longman, 2004), p.39

different sound pattern, different words, little ode structure and entirely different meaning.¹⁷

In this case, the teacher should create the learning process or situation which funny and enables the students to learn English well. Thus, in teaching English the teacher should speak English clearly, simple and as often as possible.

Setiyadi states that the way to teach English as a second language was not necessarily different from the way to teach English as a foreign language, whether English is learned in Indonesia or in Malaysia, English is called the target language.¹⁸ A language is always different from others even though the language maybe similar to some languages.

Considering those devinitions above, it means that students who learn English as a foreign language have little exposure or opportunities to practice or use their English in real – life situation. They use English only in the classroom. Teaching and learning will success, if the teacher knows how to teach it well.

¹⁷ *Ibid.*, p. 35

¹⁸ Bambang Setiyadi, *Teaching English as Foreign Language*, First Ed, Yogyakarta, Graham ilmu, 2006, p.21

2. Vocabulary

a. Concept of Vocabulary

We need language to communication, without language it will be impossible for human being to express their ideas and to understand what others say. Vocabulary can help students in speaking, writing, listening and reading, because by having enough vocabularies, there will be less difficulty in comprehending the text and in expressing ideas in speaking and writing.

Hibert and Michael say that, vocabulary is the set of words for which we know the meanings when we speak or read orally and the set of words also that an individual can use when writing.¹⁹ It can be said that vocabulary has a big contribution in supporting the successful of language use. It is impossible to learn about language if students are lack of vocabulary. In addition, Richard and Renandya state that vocabulary is a core component of language proficiency and provides much of the basis for show well learners speak, listen, read, and write.²⁰ Therefore, the researcher can assume that people use vocabulary in every aspect. Vocabulary can help the students to understand the sentence of English, in marking sentences, and to speak English.

¹⁹ Elfrieda H.Hibert and Michael L. Kamil, *Teaching and Learning Vocabulary* (London: Roulledge Press, 2005),p.3

²⁰ Richard and Renandya, *Methodology in Language Teaching* (New York: Cambridge University Press, 2005), p255

Thornbury stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.²¹ If we can still understand the language even if we know anything about grammar. On the other hand, the language will tell us nothing if we do not know anything about vocabulary. Thus, vocabulary is an essential part of language which makes the language meaningful.

According to the theories above it can be concluded that vocabulary is a list of words that has meaning, form and usage to convey the message from speaker to listener from writer to reader.

b. Types of Vocabulary

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by experts. One of the explanations is explained by Thornbury. He classified into eight word classes such as nouns, pronouns, verb, adverb, adjective, preposition, conjunction, and determine.²² In this case the researcher will do the research to know the students' vocabulary mastery especially noun, verb and adjective. Those can be described as follows:

a. Noun

According to Frank, noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every

²¹ Scott Thornbury, *How To Teach Vocabulary* (London: Longman, 2002), P.13

²² Scott Thornbury, *Op.Cit*, p.3

complete sentence. In addition, it may function as the chief or head word in many structures of modification.²³

There are some main types of nouns, namely common nouns (words for people, places and things are called common nouns), proper nouns (the names of particular people, places and things), singular noun, and plural noun.

b. Verb

Verb is a word group of words that express an action, an event or a state.²⁴ For example: *eat* (an action), *happen* (an event), and *exist* (a state). The verb is used after subject, or before object or complement.²⁵

Finally, it can be said that verb is a word (or group words) which is used in describing an action, experience or state that its own grammatical rule of the use in a sentence.

c. Adverb

There are some definitions of adverb that proposed by the expert. Frank states that adverbs are words that describe or modify verbs, adjective, and other adverb.²⁶

From the statements before, it can be concluded that adverb is a word that modify verbs, adjective, and other adverbs by making its meaning more specific.

²³ Marcela Frank, *Modern English*, (New Jersey: Prentice Hall, Inc, 1972), p. 7

²⁴ Linda Thomas, *Beginning Syntax* (Cambridge: Blackwell Publisher, 1993), p. 14

²⁵ Marcella frank, *Modern English a Practical Reference Guide* (New York University: Prentice Hall, 1972), p. 52

²⁶ Marcella frank, *Op.Cit.* p. 141.

d. Adjective

Frank states that adjective is modifier that has the grammatical property of comparison.²⁷ It often identified by special derivational ending or by special adverbial modifiers that precede it. It is usual position as well. In addition, Harmer states that adjective is a word that gives more information about noun or pronoun, and it can be used before or after noun.²⁸

From the statements above, it can be concluded that adjective is a word or group of words that modify noun or pronoun and can be place before or after the noun or pronoun.

e. Preposition

Prepositions belong to small group or class of words which express relations of place, direction, time or possession. Prepositions are always followed by nouns (or pronoun). Words belong to this include: *of, in, on, at, to from, till, with, for, beside, against, by, under, towards and so on.*

f. Conjunction

Conjunctions are parts of speech which joins words, phrases or clauses together. There are two basic function; they are coordinating conjunction and subordinating conjunction. Coordinating conjunctions are used to join two parts of sentence that are

²⁷ Marcella frank, *Op. Cit.* p.109.

²⁸ Jermemy Harmer, *Op.Ccit.* p.37.

grammatically equal. Example: *and, but, or, nor, for, yet, so*. Subordinating conjunctions are used to join a subordinate.

g. Determiner

According to sergeant, determiners or noun signals are special adjectives used before nouns. There are many kinds of determiners such as demonstrative determiners, quantifying determiners, interrogative determiners, possessive determiners, etc.²⁹

h. Pronoun

The word 'pronoun' comes from the Latin *pronomem* meaning 'for a noun'. As the world implies, pronoun are words that we use in place of nouns. The following words are common pronouns for one person or thing: *I, you, he, she, it, me, her, him*. And for more than one person or thing: *we, you, they, us, them*.³⁰

In this research, the research focused in teaching noun and adjectives, because noun and adjectives are the most important parts of descriptive text that is suitable in the syllabus of English subject for the eighth grade.

c. Concept of Noun

The noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. According to Frank, types of noun, some nouns may belong to more than one of the types given below.

²⁹ Howard Sargeant, *Basic English Grammar* (United State of America: Saddleback Educational Publish, 2007),p.44

³⁰ Barbara Dyke, *Grammar for Everyone* (Victoria: Acer Prass, 2007), p.35-38

1. Proper Nouns

Begin with a capital letter in writing. It includes personal names, names of geographic units such countries, cities, rivers, etc. Name of nationalities and religions names holidays. *Example: Mr. John Smith (names personal), Canada (name city), Jakarta (name city), etc.*

2. Concrete or Abstract Noun

A concrete noun is a word for a physical object that can be perceived by the senses we can see, touch, smells the object (flower, girl). An abstract noun is a word for a concept it is an idea that exist in our minds only (beauty, justice, mankind).

3. Countable and Uncountable Noun

A countable noun can usually be made plural by the addition of –s (*one girl, two girls, one book, two books, one bag, two bags*). An uncountable noun is not used in plural. There are words for concrete objects stated in an undivided quantity (iron, sugar, sand, soil)

4. Collective Noun

A collective noun is a word for group of people, animal or object considered as a single unit. *The example of collective nouns are audience, committee, class, crew, faculty, family, government, group, majority, national, press, team, etc.*

5. Common Noun

A common noun can usually be made a thing. *The examples are (cat, book, hat, house dog, tree).*³¹Based on the statement concept of noun, noun is using to name unived thing, life thing and even abstract thing. Noun also has types or kinds, there are seven kinds of noun namely proper nouns, concrete and abstract noun, countable and countable noun, collective noun and common noun. Proper nouns are a specific noun that is created with capital letter in front of word. This noun is presenting the specific things like name of people, place, organization, day, and institution. Meanwhile, concrete nouns are a noun that can be felt with sense. It can be seen, felt, listened, and smelt. Abstract nouns are reverse of concrete nouns. Abstract noun cannot be felt with human senses, it is like honesty, weakness, and strength. Countable nouns are noun that can be calculated. This noun is divided in two kinds, they are singular and plural. While uncountable noun is noun that cannot be calculated, it reverses of countable noun. Collective nouns are name for a collection or a number of people or things. Words like group, herd, and array are collective nouns examples. And common nouns are word that names a person, animal, place, thing, or idea. All nouns can be further classified as proper of common. Common nouns are words used to name general items rather than specific ones.

³¹Marcella frank, *Modern English a Practical Reference Guide* (New Jersey: Prentice-Hall, 1972), p. 6-7

d. Concept of Adjective

The word 'adjective' is from Latin *adjacere* meaning 'throw to' or 'add'. In the grammatical sense, this means to add the characteristics of something.³² Adjectives describe nouns and pronoun. It gives information about people, place and things. Adjectives can be used before and after nouns. There are many kinds of adjectives there are:

- 1) Some adjectives tell about the size of people or things.

a big house a long bridge tiny feet.

a tall building a thin boy long trousers.

- 2) Some adjectives tell about the color of things.

a red carpet a grey suit a brown bear.

a white swan an orange balloon green peppers.

- 3) Some adjectives tell what people or things are like by describing their quality.

a beautiful women a young soldier a flat surface.

a handsome boy an old uncle a hot drink.

- 4) Some adjectives tell what things are made of. They refer to substances.

a plastic folder a stone wall a clay pot.

a paper bag a metal box a glass door.

³² Barbara Dyke ,*Grammar for Everyone* (Victoria: Acer Press, 2007), p.53

5) Some adjectives are made from proper nouns of place. These adjectives are called adjectives of origin.

a Japanese lady a Spanish dance

an Indian temple an Italia.

According on explanation above, the research concludes that there are many types of adjectives, it includes about sizes, about the colors, about what people or things are like by describing their quality, tell what things are made and some adjectives are made from proper nouns of place. These adjectives are called adjectives of origin.

e. Aspect of Vocabulary

According to Harmer there are some aspects of vocabulary that should be taught or mastered by students in learning foreign language, they are as follows.³³

1) Word Meaning

The last problematic issue of vocabulary, it would seem, is word seem, is meaning and according to Harmer word meaning include:

a. Polysemy

Polysemy is only resolved when we see the word in context, that allows to say which meaning of the words in the particular instance is being used. For example: the house is at the **foot** of the mountain.

³³Jeremy Harmer, *The Practice of English Language Teaching* (London: Cambridge, 1998), p.18

b. Antonym

The term antonym is used for opposite meaning of word. For example: “fall” is an antonym of “empty”.

c. Synonym

It means that two or more words have the same meaning. For example: the synonym of smart is clever, bright may serve as the synonym of intelligent.

d. Hyponyms

It means items that serve as specific examples of a general concept. For example: the hyponyms of animal are dog, cat, houses.

e. Connotation

A less obvious component of the meaning of an item is its connotation. The associations, positive or negative feelings it evokes, which may not be indicated in a dictionary definition. Connotation is the communication value as expressed by virtue of what it refers to, over and above its purely conceptual content. For example: “slim” has favorable connotations, while “thin” has unfavorable; so that one could describe something as “slim body” not “thin body”.

2) Word Use

Harmer says, it is frequently stretched through the set of metaphor and idiom. We know that the word *hiss* for example, describes the noise that snakes make. But we stretch is meaning to describe the way people talk to each other (“Don’t move or

you're dead" she hissed). That is metaphorical use. At the same time, we can talk about treacherous people as snakes (he's real snake in the grass). Snake in the grass is a fixed phrase that has become an idiom, like countless other phrase such as "raining cats and dogs. My house is castle, etc."

3) Word Formation

According to Harmer, students to know things about word information and how to change words to compatible with different grammatical context. Word formation is also connected with suffixes and prefixes (im-or in) such as *imperfect* and *perfect*, *inappropriate* and *appropriate*, etc. word from then means knowing how words are written and spoken form. The students need to know words are spelt and how they sound. For example, there is a clear relationship between the words *death* and *dead*, *dying* and *die*, etc.

4) Word Grammar

The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. Such as make a distinction between *countable* and *uncountable noun*. The former can be both singular and plural. We can say *one chair* or *two chairs*, etc.³⁴ From those statements, it can be concluded that vocabulary mastery is the ability to use or understand word that they have learned. By mastering vocabulary we will be better in speaking, listening, read and write. Vocabulary is very important for

³⁴ *Ibid*,p.18-21

teaching and learning English skill. Four aspects that students need to know in learning new vocabulary items are word meaning, word use, word formation and word grammar.

f. Concept of Vocabulary Mastery

Language is formed by word. If there are no words there will be no language. According to Thornbury, he states that all language have words. He also says “by having adequate vocabulary, one will be able to communicate to other people and express his idea clearly and easily.”³⁵ It means that vocabulary is vital part of language. A language is formed by words, so we can make our communication well, we will easy to share our point to our partner of speaking.

Then Brown states that vocabulary is seen in its central role, contextualized meaningful language.³⁶ Based on the statement, it is important for the teacher to create some way in teaching vocabulary. In teaching learning must be lively and enjoyable, so that the students can receive and understand it easily. Moreover, it is hoped by mastering great number of vocabulary. It will be easier to learn a foreign language and use it for communication.

In activity learning language, a learner can try to use the language by using vocabulary onto certain sentences in order to be able to communicate and transfer their ideas. Thornbury states that without grammar very little things can be conveyed,

³⁵ Scott Thornbury, *How to teach vocabulary* (English: Longman, 2002), p.1

³⁶ H Douglas Brown, *Teaching by Principles an Intractive Approach to Language Pedagogy* (New Jersey: Longman, 1994), p. 377

without vocabulary nothing can be conveyed.³⁷ We can still understand the language even if we know nothing about grammar. On the other hand, the language will tell us nothing, if we do not know anything about vocabulary. Thus, vocabulary is an essential part of language, which makes the language meaningful

According to Kamil and Hiebert, “Vocabulary is knowledge of meaning of words”³⁸ So, all of knowledge of word is vocabulary. If we are having good enough of vocabulary, we will be able to communicate to other people and express our idea clearly and easily. Then, Guskey and Anderman state: “Mastery is a term that all educators use and believe they understand well.”³⁹ Further, Rahman asserts, “Vocabulary mastery is essential part of English as a foreign language.”⁴⁰ Mastering a large number of vocabularies is very important for foreign language learners.

In short, vocabulary mastery in this research is the students’ ability to understand and use the words they have learned, especially regarding nouns and adjectives with the themes: animals, people and things.

³⁷ Scott Thornbury, Op. Cit, p.13

³⁸ Elfrieda h. and Michael l. kamil, *Teaching and Learning Vocabulary* (bringing research to Practice), (New Jersey: Mahwah Publisher, 2005). p.3.

³⁹ Thomas r. Guskey and Eric m. Anderman, *In Search of a Useful Definition of Mastery*. Journal education leadership, volume. 71 number. 4 (December 2013/January 2014), p.1.

⁴⁰ Septia mursanti candrarahman, *Improving Students’ Vocabulary Mastery through Riddle Game*, Accessed on March 5 th, 2016 at 20.56, p.2.

g. Concept of Teaching Vocabulary

Teaching vocabulary play important role in acquisition foreign language. For this reason, teacher should pay more attention to the teaching and learning English vocabulary to children as the learners. Teacher should choose and apply some teaching techniques and media which are suitable with the students' needs based on the curriculum. To achieve the goal of teaching vocabulary is required creativity of teachers to organize learning vocabulary in accordance with the context that will be taught.

Teaching vocabulary is clearly more than just presenting new word. Teacher has to be careful in selecting the vocabulary that he/she will teach.⁴¹ Both students and teacher need to know how it talk about language at various points during learning and teaching.⁴² This is not only teach so that teacher can explain and student come to understand, but the teacher knows what going to correct it. This means the teacher should know what he/she wants to teach in order to make student understand easily. According to Thornbury there are five of factors that have relation on teaching set of word be considering by the teacher :

- 1) The level of the learners (whether beginners, intermediate, or advanced). It means that the teacher should give the material that is proper to the level of the students.

⁴¹ Abdul Kareem Iqbaria, *Teaching Vocabulary* (London: British Library, 1982), p 83

⁴² Jeremy Harmer, *How to teach English* (London: Longman, 1998), p 34

- 2) The learners' likely familiarity with words (learners may have met the word before even though they are not part of their active vocabulary).
- 3) The difficulty of item – whether, for example, they express abstract rather than concrete meaning, or whether they are difficult to pronounce.
- 4) Their 'teach ability' – whether, for example, they can be easily explained or demonstrated.
- 5) Whether item are being learned for production (in speaking and writing) or for recognition only (in listening and reading).⁴³

Teaching vocabulary can be done through four phases :

- a. *Introducing* : The teacher introduces new word with clearly and correctly pronunciation. Use picture or oral subject.
- b. *Modelling* : the teacher gives an example and act as a model.
- c. *Practicing* : the teachers train the students to imitate and practice.
- d. *Applying* : the students applying in the right situation with the help teacher.⁴⁴

In teaching vocabulary, the students will know that some words seem easier to learn than others. There are six factors that make some difficult than others, they are:

⁴³Scott Thornbury, *How to Teach Vocabulary* (London : Longman, 2002), p. 75-76

⁴⁴R. Ellis, *The Study of Second Language Acquisition* (Oxford : Oxford University Press, 1995), p.29

pronunciation, spelling, length and complexity, grammar, meaning, range, connotation, and idiomatically.⁴⁵ Those can be described as follows:

a) Pronunciation: Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some groups of learners.

b) Spelling: Sound- spelling mismatches are likely to be the cause of error, either or pronunciation or of spelling, and can contribute to a word's difficulty. Words that contain silent letters are particularly problematic.

c) Length and complexity: Long words seem to be not more difficult to learn than short ones. Dealing with complex words also tends to be more difficult than the simple one.

d) Grammar: Also problematic is the grammar associated with the word. Grammar of phrasal verbs is particularly troublesome. Some phrasal verbs are separable, but others are not.

e) Meaning: When two words overlap in meaning, learners are likely to confuse them. Words with multiple meaning can also be troublesome for learners.

f) Range, connotation, and idiomatically: Words can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower

⁴⁵ Scott Thornbury. *Op Cit.* p.27-28.

range. Uncertainty as to the connotations of some words may cause problems too. Words expressions that are idiomatic will generally be more difficult than words whose meaning is transparent.⁴⁶

Referring on the definition above, it is clear that in teaching vocabulary, teaching should realize that learning a language always deals with a large number of words that it is difficult for the students to memorize such a large number of word.

3. Concept of Approach, Method and Technique

In general area of methodology, people talk about approaches, methods, technique, all of which go into the practice of English teaching. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.⁴⁷

According to Brown, approach theoretically well-informed positions and belief about the nature of language, the nature of language learning and the applicability of both to pedagogical setting.⁴⁸ Harmer states that people use the term approach to refer theories about the nature of language and language learning which the sources of the way things are done in the classroom and which provide the reasons for doing them.⁴⁹

⁴⁶ Scott Thornbury. *Op.Cit.* p.27-28.

⁴⁷ Jeremy Hermer, *The practice of English teaching* (London:Longman, 1991), p.78

⁴⁸ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (2nd ed) (New York: Longman, 2000), p.16

⁴⁹ Jermy Hamrmer, *The practice of language teaching* (4th ed)(Longman,), p.62

It means that approach describes how the people get the knowledge to achieve the successful in language learning.

A method is the partial realization of an approach. The originators of a method have arrived at decisions about types of activity, roles of teachers and learners, the kind of material which will be helpful and some models of syllabus organization. Method includes various procedures and technique as part of their standard fare.⁵⁰

Setiyadi says that a technique is implementation, meaning that a technique is something that actually takes place in language teaching and learning in the classroom.⁵¹ It means that technique is the activity takes place in learning process. Technique must be consistent with a method and therefore in harmony with an approach as well. As the example when the students have produced wrong expression, the teacher just repeats the right one. Brown states that a technique also commonly referred to by other terms, any of a wide variety of exercise, activities, or task used in the language classroom for realizing lesson objectives.⁵² It is almost same with Setiyadi's statement where the technique refers to by some activities in the teaching and learning process. One kind of the technique is game.

Based on the statements above, it can conclude that they are different, approach somebody's way of solving the issue/problem. Method a well established procedures

⁵⁰ *Ibid*, p.62

⁵¹ Setiyadi, *Op.Cit* (Yogyakarta: Graha Ilmu, 2006), p.14

⁵² H.Douglas Brown, *Op. Cit*, p.16

of solving issue/problem. Technique is one of ways of solving issue/problem within the same method.

4. Game

a. Concept of Game

According to Hadfield, a game is an activity with rules, a goal and an element of fun.⁵³ One of the most important reasons for using games is simply that they are immensely enjoyable for both teacher and student. It means that a game can be used in every condition through learning while the teacher can manage the condition.

Furthermore, according to Salen and Zimmerman, a game is a system in which players engage in an artificial conflict, defined by rules that results in a quantifiable outcome.⁵⁴ Game full of conflict in which playing the game and rules, it also has a goal to win the game. Education people while playing a game and doing an activity is a very effective way to teach. When lot of in formations have to be taught at one time it is hard for the brain to collect it all because the person may become bored or uninterested.

The researcher concludes that game is an activity which has a goad and rule of the activity and it can be used in every condition while the teacher can manage the class well. Game also practices the students' self competitive and cooperative learning. The

⁵³ Jill Hadfield, *Intermediate Communication Games* (London:1990), p.5

⁵⁴ Katie Salen and Zimmerman, *Rules of Play: Game Design Fundamentals* (Massachusetts London:MIT Press Cambridge, 2004), p.11

main focus of using game in class is to help students in learning process and to make them fun.

b. Types of Game

Game is an activity which is entertaining and engaging, often challenging, and an activity with rules, a goal and an element of fun.⁵⁵ language games are not activities mainly aimed to kill time. Paul (2003:30) states that games are any fun activities which give young learners opportunities to practice the foreign language in a relaxed and enjoyable way. So, games should be fun. They are not just an entertainment but a way of getting the students to use the language in the course of the game.

Hadfield in Ayu and Murdibjono explained two ways in classifying language games. She divides the language games into two types: linguistic game and communicative games. Linguistic games focused on accuracy, such as supplying the correct antonym. On the other hand, communicative games focused on successful exchange of information and ideas, such as two people identifying the differences between two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.⁵⁶ It means there are several types of games that can be used in English Language

⁵⁵ Jill Hadfield, *Intermediate Grammar Game*, (Pearson Education, 2003), p.4.

⁵⁶ Lusi Diah Ayu, Murdibjono, 2012, *The Use of Games in Teaching English*, an educational article, available at <http://jurnal.online.um.ac.id/data/article/article>, (accessed on 03th March 2017 at 01.00 pm) p.3

teaching. Such as, game for learning accuracy and games for learning to find differences. According to Wrigh *et al*, game can be played in pair and group work.

a. Pair work

Pair work is easy and fast to organize. It provides opportunities for listening and speaking practice.

b. Group work

Some games require four to six players, in these group work is essential. If there is to be competition between groups, they should be of mixed ability.⁵⁷

From Wrights definition above, game can be played with pair work and group work is easier to organize than the group work, but group work is can be used for practice all of the language skills.



5. Jeopardy Game

a. Concept of Jeopardy Game

Jeopardy game is activity encourages pupils to think about the quality questions which may lead to a particular answer. It has the potential to stretch more able pupils who may think creatively about possible alternative question.⁵⁸ Jeopardy is adopted

⁵⁷ Andrew Wright, David Betteridge, and Machel Buckby, *Game for Language Learning* (Cambridge: Cambridge University Press, 2006), p.3.

⁵⁸ Northern Ireland, 2007. *Active Learning and Teaching Method for Stage 1&2*. (A PMB Publication). P.40

from television quiz show and adopted into language game for educational tool by Friedman.⁵⁹ Based on statements above, it can be concluded that Jeopardy game in this research is a kind of technique for teaching vocabulary by allowing the students to work in groups and compete to win the game by answering questions from questions provided.

Jeopardy has two kinds of implementation, high-tech version and low-tech version. In high tech version, it requires computer, PowerPoint, and a TV or projector in the classroom. In low tech version, it requires paper, card, blackboard, and magnet.⁶⁰ The researcher used PowerPoint and projector to interesting in class.

b. Procedure of using Jeopardy Game

Teaching vocabulary by using Jeopardy games is very interesting because students will be active and interested in this activity. When the teacher starts to teach vocabulary game, there are some procedures to use it.⁶¹

1. The teacher divides students into groups (about four or five group).
2. The teacher shows the slides on power point. The first slide includes topics and 5 scores (100-500) and there are the questions or clue behind the question mark.
3. After the preparation finished, the teacher commands students for the first group who can quickly put their hands.

⁵⁹ Friedman, Harry, *Classroom Jeopardy: Teachers' Guide* (Culver: Jeopardy Production, 2011), p.31

⁶⁰ The Jet Programme, *Classroom Activitie : Junior High School*, (Clair Press, 2013), p.66

⁶¹ *Ibid*

4. The group can choose one topic with one score they want. For example, group 2 choose Body, Face, and Hair topic with 200 score. If the group can answer the question, score 200 is for them.



5. If the group cannot answer the question or clue, the teacher will choose other group who put hands up quickly.

6. The students cannot use the dictionary but they can ask their member of group about what is the answer.

7. The group who get the highest score is the winner.

8. After all questions are answered; the teacher and students discuss it together.⁶²

From procedure of using Jeopardy game, the vocabulary learning will focus on noun and adjective of descriptive text with the topics will be people, animal and things.

c. Advantages of the Jeopardy Technique.

In teaching vocabulary by using Jeopardy game, it is a great way to reinforce curriculum during class time. It also is a valuable educational tool in other situations as well.⁶³ In teaching vocabulary, this game also present new words; in one meeting there are 25 words that presented by using Jeopardy game. This game can make

⁶² Ridwan Abdullah Sani, *Inovasi Pembelajaran* (Bumi Aksara: Jakarta 2013) , p.257

⁶³ Friedman, Harry, *Classroom Jeopardy: Teachers' Guide* (Culver: Jeopardy Production, 2011), p.31

students cooperate with their friend because this game emphasizes students not to dictionary so that they will consider their memories and inform to each other. Therefore, students' vocabulary will increase based on the syllabus in the second semester. Furthermore, teachers should look at the curriculum or the material that suitable for teaching vocabulary by using Jeopardy game.

d. Disadvantages of the Jeopardy Technique.

The disadvantages of Jeopardy game in learning activities: the first, it's a game that takes a time to explain for students understand about the game. Second, the teacher must consider the difficulty level of the questions. Third, the situation of class is usually noisy. Fourth, the passive students give their responsibility to the active students because this game is played in the group.

6. Translation Technique

a. Concept of Translation Technique

Based on the technique used by the teacher in Kartika II-2 (Persit) Bandar Lampung, the teacher used translation technique for teaching vocabulary. In this research, the researcher focused on translation technique as a teaching technique that was used in control class. Translation technique may be classified as one of technique that can be used in teaching vocabulary.

Nation in Cameron listed basic techniques by which teachers can explain the meaning of new words, all of which can be used in the learner classroom are demonstration or

pictures, analitical definition, putting the new word in a defining context, and translating into another language.⁶⁴ It means that translation can be defined as a technique of teaching English especially for vocabulary. This statement is also supported by Garcia, he says that the translation can also be an appropriate technique to introduce new words or even to explore the obscure nuances between terms.⁶⁵ Sammary, it can be concluded that the translation can be classified as a technique in teaching and learning English in the class. Learning new words or what we called as vocabulary is one of English aspect skill that can be taught by using translation technique.

According to Molina and Albir, translation technique is defined as procedure to analyze and classify how translation equivalence works.⁶⁶ It means that we need the procedures when translate some words either in oral or written form that called as the translation technique.



The word translation itself may be defined as the replacement of textual material in one language (source language) by equivalent material in another language (target language). Larson says the the translation is done by going from the form of the first language to the form of a second language by way of semantic structure. It is

⁶⁴ Lyne Cameron, *Teaching to Young Learners*, United Kingdom, (Cambridge University, 2001), p.85

⁶⁵ Roberto A. Valdeon Garcia, *A new Approach to the Use of Translation in the Teaching of L2*, *Revista Alicantina de Estudios Ingleses* Volume 8, 1995, (Universidad de Oviedo, 1995), p. 241

⁶⁶ Lucia Molina and Amparo Hurtado Albir, *Translation technique Revisited: A Dynamic and Functionallist Approach*, *Universitat Autonoma de Barcelona, Meta*, XLVII, 4, 2002, (Barcelona, Spain: Universitat Autonoma de Barcelona, 2002), p. 509

meaning which is being transferred and must be held constant. The form from which the translation is made will be called the source language and the form into which it is to be changed will be called receptor language.⁶⁷ It means that the translation technique should be emphasized on replacement one material type into another type by paying the equivalent changed.

Concerning the explanations above, translation technique is one of teaching technique by making a replacement language in textual material from one language (source language) into another language (target language) that emphasizes on equivalent rule. In this case, the researcher used this technique as a vocabulary teaching technique.

b. Procedure of Teaching Vocabulary through Translation Technique

The procedure of teaching vocabulary by using translation technique can be seen as follows.⁶⁸

1. In class activities were introduce explicitly at the begining and included discussion on the definition of translation, and what the translator needs to translate from one language to another.
2. Translation was integrated into reading activites.

⁶⁷ M. L. Larson, *Meaning-based Translation: A Guide to Cross-language Equivalence*, (New York: University Press of America, Inc, 1984), p. 3

⁶⁸ Sayuki Machida, *A Step Forward to Using Translation to Teach a Foreign/Second language*, *Electronic Journal of Foreign Language Teaching*, Vol. 5, Suppl. L, (National University of Singapore, 2008), p. 144.

3. Translation was conducted at both sentence (English to Indonesia) and passage (Indonesia to English)
4. Several short Indonesia text translation (around 400 characters) were integrated progressively into class activities.
5. Feedback was provide in the following week by 1. correcting individual translation work and, 2. presenting common mistakes/errors in class.

From the procedure above, unsatisfying in vocabulary teaching may be gotten when use translation technique. The learning process also will be more bored without any enjoyable and fun class during learning process. The material will be look unattractive when the material is given. It may be not interest for the student to use translation technique in vocabulary mastery. For students, it cannot be motivated in learning mastery and cannot improve their vocabulary mastery. The other way is needed when teaching the material such as give a new technique in teaching process is going on.

c. Advantages of Translation Technique

According to Howattin Mehta, translation technique is not as terrible as it appears to be and Duff in Mehta gives reasons for considering translation very advantageous:⁶⁹

⁶⁹ Dr Naveen K. Mehta, *English Language Teaching through the Translation Method (A Practical Approach to Teaching Mongolian CPAs)*, Vovume 14, No. 1 January 2010, available at: <http://translationjournal.net/journal/51mongolian>, retrieved on March 11, 2017 at 10.05 PM.

1. Invites speculation and discussion
2. Develops qualities that are essential to all languages: accuracy, clarity and flexibility.
3. The teacher can select material to illustrate particular aspects of language, and students can see the links between language usage and grammar.
4. Lets students practice a variety of styles and registers.

d. Disadvantages of Translation Technique

Mehta reveals following limitation of using translation technique:⁷⁰

1. Encourages thinking in one language and transference into another with interference.
2. Deprives from learning within only one language.
3. Gives false credence of word-to-word equivalence.
4. Does not allow achievement of generally accepted teaching aims: emphasis on spoken fluency.
5. Time-consuming activity.
6. Not desirable, since it uses the mother tongue.

B. Frame of Thinking

English teaching involves four language skills; they are listening, speaking, reading and writing. In teaching and learning a language, there are four aspects that support

⁷⁰Dr Naveen K. Mehta. Ibid

four language skills above such as grammar, vocabulary, spelling and pronunciation that they are also taught in English teaching and learning process. English has important component that is vocabulary.

The English teacher should have such kind of technique to teach vocabulary. The technique is used to make the students interest and have motivation in learning vocabulary. In this case, the teacher can help students by using jeopardy game in teaching vocabulary.

The researcher assumes that teaching vocabulary through jeopardy game can improve the students' vocabulary. This game can help the students to know and understand about new vocabulary. Jeopardy game can build students' motivation because this game makes students are competitive with other students to answer the question.

Write the questions for four or five categories, the questions may be worth various point levels to coordinate to the difficulty level of the question. The group can choose one topic with one score they want. For example, group 2 choose Body, Face, and Hair topic with 200 score. If the group can answer the question, score 200 is for them.

If the group cannot answer the question, the teacher will choose other group who put hands up quickly. The students cannot use the dictionary but they can ask their member of group about what is the answer and the group who get the highest score is the winner. In this research the researcher concludes that jeopardy game is good technique in teaching vocabulary. Because there are so many words appear and it can

improve students' vocabulary mastery. The researcher hopes that the students can learn more and more interesting in the progress by using Jeopardy game in teaching vocabulary. The teacher can use this technique as alternative teaching in learning English.

C. The Hypothesis

Referring to the frame of theories and frame of thinking mention above, the researcher formulated the hypothesis as follows:

Ho: There is no significant influence of Jeopardy game on students' vocabulary mastery at the eighth grade of SMP Kartika-II (Persit) Bandar Lampung in the academic year of 2017/2018.

Ha: There is significant influence of Jeopardy game on students' vocabulary mastery at the eighth grade of SMP Kartika-II (Persit) Bandar Lampung in the academic year of 2017/2018



CHAPTER III

RESEARCH METHODOLOGY

A. Research design

In this research, the researcher used experimental research. According to Creswell experimental design is the traditional approach to conducting quantitative research.⁷¹ According to Sugiyono, experimental research is a research method used to looking for the effectiveness of a certain treatment towards others in a controlled condition and this research there is treatment.⁷² He also states “There are four kinds of experimental design, namely: Pre experimental, True experimental, Factorial experimental and quasi experimental.”⁷³ Particularly, in conducting this research the writer uses quasi experimental are similar to randomized experimental design in that they involve manipulation of an independent variable but differ in that subject are not randomly assigned to treatment groups.⁷⁴ It means that the researcher chooses quasi experimental design because the researcher randoms the class.

⁷¹ John W, Creswell, *Educational Research : Planning, Conduiting and Evaluating Quantitative and Qualitative Research* 4th ed, (Boston: Pearson Education, 2012), p. 294.

⁷² Sugiyono, *Metode Penelitian Pendidikan* (pendekatan kuantitatif, dan R & D), (Bandung: Alfabetha, 2013), p.107.

⁷³ Sugiyono, *Ibid.* p.73.

⁷⁴ Donald Ary, et,al, *Introduction to Research in Education*, 8th Ed. (Canada: Cengage Learning, 2010), p.316

Based on explanation the researcher used two classes, one as will experimental class and another as a control class. In experimental class, the researcher taught vocabulary by Jeopardy game as a technique, in contrast in control class the researcher taught vocabulary by using translation technique of the eighth grade of SMP Kartika II-2 Bandar Lampung. This research conducted to find out the result of the application of using Jeopardy game on students' vocabulary mastery.

Where:

G1 = T1 X T2

G2 = T2 O T2

G1 : Experimental Class

G2 : Control Class

T1 : Pre- Test

T2 : Post- Test

X : Treatments by Jeopardy game

O : Treatments by translation technique⁷⁵

B. Research Variable

⁷⁵ *Ibid.*,

A variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organization study. There were two variables in this research namely: independent variable and dependent variable. An independent variable was variable selected by the researcher to determine their effect on the relationship with the dependent variable. The dependent variable is observed to determine what effect, if any the other types of variable may have on it.⁷⁶

There are two variables in this research, they are:

a. Independent Variable

The independent variable in this research is jeopardy game as variable (X).

b. Dependent Variable

The dependent variable in this research is the student's vocabulary mastery as variable (Y).

C. Operational Definition of Variable

The operational definitions of variable are as follows:

a. Jeopardy

⁷⁶ Jack R, Fraenkel and Norman R. Wallen, *How to Design and Evaluate Research in Education*, (New York, McGraw-Hill, 2008), p. 42

Jeopardy game is a kind of technique for teaching vocabulary by allowing the students to work in groups and compete to win the game by answering the questions provided.

b. Vocabulary Mastery

Vocabulary mastery in this research is the students' ability to understand and use the words they have learned, especially regarding nouns and adjectives with the themes: animals, people and things.

D. Population, Sample and Sampling Technique of the Research

1. Population of the Research

Population is all subjects of the research. A population will define as all members of any well defined class of people, even or subject.⁷⁷ Therefore, the population of the research was the students at the eighth grade of second semester at SMP Kartika II-2 Bandar Lampung in the academic year of 2017/2018. Total numbers of population are 196 students consist of 6 classes. The distribution of the population of the research can be seen in the following table:

Table 3

Total number of the Eighth Grade Students of SMP Kartika II-2 Bandar Lampung in the Academic Year of 2017/2018

⁷⁷ Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik*, (Renika Cipta: Jakarta, 2006), p. 143.

No	Class	Sex		Number
		Male	Female	
1.	VIII A	13	21	34
2.	VIII B	21	9	30
3.	VIII C	7	23	30
4.	VIII D	23	14	37
5.	VIII E	15	15	30
6.	VIII F	18	17	35
Total		97	99	196

Source: Documentation at the eighth grade students of SMP Kartika II-2 Bandar Lampung in the Academic Year of 2017/2018

Based the table above, there were six classes at the eighth grade of SMP Kartika II-2 Bandar Lampung, such as VIII.1, VIII.2, VIII.3, VIII.4, VIII.5, VIII.6. Each class consisted of 30 students. Thus, total of students are 196 students at the eighth grade of SMP Kartika II-2 Bandar Lampung.

2. Sample of the Research

Sample part of the number and characteristics posses by the population.⁷⁸ It means the sample is a part of the population and important factor to consider in the study because the sample reflects and determines some distant sample is useful in making

⁷⁸ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Alfabeta, Bandung), 2012, p.81

conclusion.⁷⁹ Based on the population above, the researcher took two classes as the sample of the research.

3. Sampling Technique

To determine the experimental class and the control class, the researcher took the sample from the population of the research by using random sampling technique. As Hadi states that in cluster sample, the samples were not taken individually, but it was based on the group of the individuals. And the procedure to use cluster random sampling can be used with lottery, ordinal and randomly.⁸⁰ Additionally, Setiyadi says that the sample in cluster sample can be determined by using random sample or systematic sample.⁸¹

The researcher uses lottery to determine the sample. There are three procedures to take the classes as sample:

1. The first, the researcher was written all of the classes of the eighth grade on some small piece of papers. Then, the small piece of paper were rolled and put into a cup.
2. The second, the cup be shook and took one small piece of rolled paper. It will become a control class.

⁷⁹ Punaji Setyosari, *Metode Penelitian Pendidikan dan Perkembangan*, (Kencana Predana Media, Jakarta), 2006.p. 43

⁸⁰ Sutrisno Hadi, *Metodelogi Riset*, (Yogyakarta: Andi Press, 2004), p.24.

⁸¹ Ag. Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Jogyakarta:Graha Ilmu), p.42.

3. The last, the researcher shook the cup again and took one small piece of rolled paper. It was became an experimental class.

E. Data Collecting Technique

To collect the data, the researcher used test as a technique to collecting the data. According to Donald a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.⁸² Based on the definition above, the researcher used test to collect the data. The tests were pre-test and post-test. To know about the students' vocabulary mastery through Jeopardy games, the researcher used vocabulary test where the students answered the multiple choices questions given.

a. Pre-test

The try-out test was administered to know the quality of the test in order to take the data. The try-out test was conducted at the first meeting in the try out class. The researcher used the result of try out test to measure the level of difficulties and discrimination power, to find out the validity and reliability. The test was multiple choice tests that consist of 40 items for pre test and post test.

b. Post-test

⁸² Donald Ary, *Introduction to Research in Education Eighth Edition*, (Canada: Nelson Education, Ltd, 2010), p. 201

A posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.⁸³ It means that post-test was conducted after treatment. The researcher used post-test to know the effect of the treatments toward the students' vocabulary mastery after given the treatment by the researcher. The post-test was given to the both control class and experimental class after receiving the treatment.

F. Research Instrument

According to Margono, the research instrument is defined as a tool of data collecting that have to be plan well and design in various form to get empirical data as it is in reality.⁸⁴ Research instrument is anything used to collect data.⁸⁵ In this research, the instrument is vocabulary test. The researcher gave test in form of multiple choice tests that consists of try-out, pre-test and post-test. Try out test was to know how the quality of the test which used as the instrument of the research. The total number of the try-out test for pre-test were 40 items and try out for post-test were 40 items with four alternative options (a, b, c, and d) with two aspects of vocabulary such as word meaning and word use consist of noun and adjective. The try out administered about 60 minutes. The specification of try out test as follows:

Table 3.1

⁸³ John W. Creswell, *Education Research: Planing, Conducting and Evaluating Quantitative and Qualitative Research 4th Edition*. (Boston:Pearson,2012), P.297

⁸⁴S. Margono , *Metodology Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2014), p. 155

⁸⁵ James B. Schreiber, Kimberley Asner-Self, *Educational Research*, (New-Bakerville: John Wiley and Sons, Inc, 2011),p. 126

**The Specification of Try Out for Pre-test and Post-test for Vocabulary Test
Before Validity Test**

Aspect of Vocabulary	Theme	Subject	Item Number					
			Pre-test		Total	Post-test		Total
			Even	Odd		Even	Odd	
Word Meaning	Animals	Noun	24,26	25	20	4,6	5	20
		Adjective	22	21,23		2	1,3	
	People	Noun	28,30	27,29		8,10	7,9	
		Adjective	32	31,33		12	11,13	
	Things	Noun	38,40	39		18,20	19	
		Adjective	34,36	35,37		14,16	15,17	
Word use	Animals	Noun	2	1,3	20	22	21,23	20
		Adjective	4,6	5		24,26	25	
	People	Noun	8	7,9		28	27,29	
		Adjective	10,12	11,13		30,32	31,33	
	Things	Noun	14,16	15,17		34,36	35,37	
		Adjective	18,20	19		38,40	39	
Total			20	20		20	20	

Based on the table 3.1 above, the pretest items before validity with two aspects: word meaning, and word use. In aspect word meaning are 20 items consisting of 10 even numbers and 10 odd numbers. Besides, in the aspect word use there are 20 items consisting of 10 even numbers and 10 odd numbers. The total of the pretest before validity are 40 items with 20 even numbers and 20 odd numbers. The posttest items, in aspect word meaning are 20 items consisting of 10 odd numbers and 10 even numbers. Besides that, in aspect word use are 20 items consisting of 10 odd numbers and 10 even numbers. The total of the posttest item before validity are 40 items with 20 odd numbers and 20 even numbers.

Table 3.2

The Specification of Pre-test and Post-test for Vocabulary Mastery After Validity Test

Aspect of Vocabulary	Theme	Subject	Item Number					
			Pre-test		Total	Post-test		Total
			Even	Odd		Even	Odd	
Word Meaning	Animals	Noun	14	13	12	2	3	11
		Adjective	12	11		-	1	
	People	Noun	16	15		4	5	
		Adjective	18	17		6	7	
	Things	Noun	22	21		10	11	
		Adjective	20	19		8	9	
Word use	Animals	Noun	2	1	10	12	13	14
		Adjective	4	3		14	15	
	People	Noun	6	5		16	17	
		Adjective	8	7		18	19	
	Things	Noun	10	9		20,22	21	
		Adjective	-	-		24	23,25	
Total			11	11		12	13	

Based on the table 3.2 above, the pretest items after validity with two aspects: word meaning, and word use. In aspect word meaning are 12 items consisting of 6 even numbers and 6 odd numbers. Besides, in the aspect word use there are 10 items consisting of 5 even numbers and 5 odd numbers. The total of the pretest after validity are 22 items with 11 even numbers and 11 odd numbers. The posttest items, in aspect word meaning are 11 items consisting of 5 odd numbers and 6 even numbers. Besides that, in aspect word use are 14 items consisting of 7 odd numbers and 7 even numbers. The total of the posttest item after validity are 25 items with 12 odd numbers and 13 even numbers.

G. Scoring Procedure

Before getting the score, the researcher determined the procedure to be used in scoring the students' work. In order to do that, the researcher used Arikunto's formula. The scores of pre-test and post-test calculated by using the following formula:⁸⁶

$$S = \frac{r}{n} 100$$

Notes:

S = The score of the test

R = The total of the right answer

N = The total items.

H. Research Procedure

There were three steps in research procedure, they are:

1. Planning

Before the researcher applies the research procedure, the researcher made some plans to run the application well. There are some steps that are planned by the researcher.

The procedure can be seen as follows:

- a. Determining the subject of the research

⁸⁶ Harjanto, *Perencanaan Evaluasi Pengajaran*, (Jakarta: PT. Rineka Cipta, 2011), p. 282

The subject of the research was the students in the second semester at the eighth grade of SMP Kartika II-2 Bandar Lampung in the academic year of 2017/2018.

b. Preparing try out

The researcher prepared a kind of test (called try-out test) that was given to the students. The researcher prepared the try-out for pre-test and post-test. The total numbers of test were 40 questions. Then, the researcher evaluated the test items to get good items to be given in pre-test and post-test.

c. Preparing Pre-test

The researcher prepared a kind of test (called pre-test) that was given to the students. The pre-test was given to know the students' vocabulary mastery before being given the treatment. The researcher used the test instrument which has already been tried out and validate.

d. Determining the material to be taught

The researcher determined the material to be taught to the students. The themes of materials were about descriptive that divided into describing animal, describing people, and describing things. There materials were based on syllabus at the second semester of the eighth grade.

e. Preparing Post-test

The researcher prepared a kind of test (called post test) that was given to the students. The post-test was given to know the students' vocabulary mastery after being given the treatment.

2. Application

After making the planning the writer tried to apply the research procedure that had already been planned. There were some steps in doing this research:

a. In the first meeting, the researcher gave the try-out

This test was multiple choice consist of 40 items with 4 options (a, b, c, and d). Try-out test gave to evaluate the test items before uses to pre-test and post-test items.

b. In the second meeting, the researcher gave pre-test

This test was multiple choice with 4 options (a, b, c, and d). The number of the test items was determined by the validity and reliability analysis of the try out. It means that only the valid and reliable test items that were uses in the pre-test.

c. In the third meeting, the researcher conducted the treatment



After giving the pre-test to the students, the writer conducted the treatment in the control class and experimental class. In the control class, the teacher conducted the treatment by using translation technique, while in the experimental class the researcher gave the treatment by using jeopardy technique. Both control and experimental class were given three treatments.

d. In the last meeting, the researcher will give the post-test

After the researcher doing the treatment in experimental class, the researcher gave post-test as a technique to measure whether the technique could give significance influence or not to the students' vocabulary mastery. This test was given in control and experimental class.

3. Reporting

The last point that did in this research procedure in reporting they are:

- a. Analyzing the data that were already received from try-out test.
- b. Analyzing the data that were already received from pre-test and post test.
- c. Making a report on findings.

I. Validity and Reliability of Test

1. Validity of the Test

Validity is the most important consideration in developing and evaluating measuring instruments. According to Arikunto, validity is a measurement which shows the degree of validity of an instrument.⁸⁷ It means that validity is to know the result of test is good, the researcher used measure test. To measure that the test has good validity, the researcher used content validity, construct validity and internal validity.

a. Construct Validity

To measure construct validity refers to assumption, showing the measurement used contains correct operational definition, which is based on the theoretical concept construct validity is related to our theoretical knowledge of the concept we are wanting to measure. We might hypothesize that our concept or achievement measure has a number of different dimensions.⁸⁸ In the other words, construct validity is just like a concept, both of them are abstraction and generalization that need to be defined so clearly that can measured and examined. Therefore construct validity is focus on kind of the test that used to measure the ability.

b. Content Validity

⁸⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 211

⁸⁸ *Ibid.* p. 68

Content validity could be done by comparing the contents between instruments with the subject matter that has been taught.⁸⁹Content validity found by relating material of the test to the curriculum and syllabus at the second semester of the eighth grade of Junior High School. It means that the researcher should make the especially for eighth grade of SMP Kartika II-2 Bandar Lampung.

c. Item Validity

The researcher gave some questions to know valid or not the questions that gave the students. The item validity used to measure the validity of the test items. In this case, the researcher used ANATES to calculated the data obtained from the try-out to find the item validity of each item.

2. Reliability of the Test

Reliability is a measuring instrument. Ary states that reliability of a measurement is the degree of consistency with which it measures whatever it is measuring.⁹⁰ A good test must have high validity. This did by examining the students' vocabulary test to know the reliability of the test. The next step was to compute the reliability of the test.

⁸⁹Sugiono, *Metode Penulisan Kuantitatif, Kaulitatif dan R&D.* (Bandung Alfabeta:2014),p.129

⁹⁰Donal Ary, *Op.Cit.*, p.236

According to Fraenkel and Wallen, reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instruments to anoher and from one set of items to another.⁹¹ Reliability refers to the consistency of the test. The researcher use *Anates* to reliability of test. *Anates* can help analysis of item quickly, eassy and accurately. *Anates* is necessary in the research to assess the good instrument or not. The criteria of reliability test are:⁹²



Table 3.2
The Level of Reliability
UNIVERSITAS ISLAM NEGERI
RADEN INTAN
LAMPUNG

0.00 – 0.200	Very low reliability
0.200 – 0.400	Reliability is low
0.400 – 0.600	Medium reliability
0.600 – 0.800	Reliability is high
0.800 – 1.00	Reliability is very high

⁹¹Jack R. Fraenkel and Norman E. Wallen, *Hoe to Design and Evaluate Research in Education Seventh Edition*, (New York: Mc Graw-Hill, 2009), p. 154

⁹²Suharimi Arikunto, *Prosedure Penelitian Suatu Pendidikan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 310

J. Data Analysis

To analyze the data, the researcher used parametric statistic. In the parametric statistic, there were assumptions which must be fulfilled; they were normality and homogeneity test.

1. Fulfillment of the Assumptions

a. Normality Test

The normality test is used to know whether the data in the experimental class and control class are normally distributed or not. In this reserach, the researcher uses statistical computation by using SPSS (*Statistical Package for Social Science*) for normality.

The hypotheses for the normality test are formulated as follows:

H_0 : The data are normally distributed.

H_a : The data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

b. Homogeneity Test

Homogeneity test is used to determine whether the data are obtained from the sample homogeneous or not. In this research, the researcher uses statistical computation by using SPSS for homogeneity of test. The test of homogeneity employed Levene statistical test.

The hypotheses for the homogeneity tests are formulated as follows:

H_0 : The variances of the data are homogeneous

H_a : The variances of the data are not homogeneous

While the criteria of acceptance or rejection of homogeneity test are as follows:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$



2. Hypothetical Test

If the fulfillment of the assumptions normally test and homogeneity test are fulfilled, the researcher use independent sample t-test. In this case, the researcher uses statistical computation by using SPSS for hypothetical of test. The purpose of using SPSS in this research is to practicality and efficiency in the study.

The hypothesis are:

H_a : There is a significant influence of Jeopardy game on students' vocabulary mastery at the eighth grade of SMP Kartika II-2 Bandar Lampung in the academic year of 2017/2018.

H_o : There is no a significant influence of Jeopardy game on students' vocabulary mastery at the eighth grade of SMP Kartika II-2 Bandar Lampung in the academic year of 2017/2018

While the criteria of acceptance or rejection of hypothesis are:

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

H_o is accepted if $\text{Sig.} > \alpha = 0.05$



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CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

1. Result of the Pre-test

The researcher conducted pre-test in order to know students' vocabulary mastery before the treatment. The scores of the students' vocabulary mastery that were tested in pre-test can be seen in Figure 1 and 2.

a. Result of Pre-Test in Experimental Class

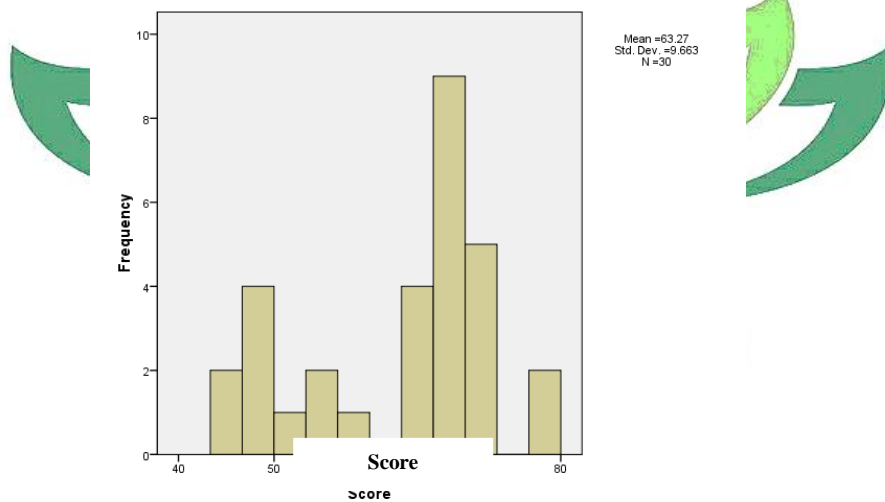


Figure 1
The Result of Pre-Test of Experimental Class

Based on the figure 1, it can be seen 2 students who got score 45 (7%), 4 students who get score 50 (13%), 1 student who get score 55 (3%), 2 students who got score 59 (7%), 1 student who got score 64 (3%), 4 students who got score 68 (13%), 9 students who got score 73 (30%), 5 students who got score 77 (17%), and 2 students who got score 82 (7%). It can be seen that the highest score of pre-test of experimental class was 82 and the lowest score 45. The writer also showed mean of pre-test in experimental class was 63.27, standard deviation was 9.66 and the total of students (N) was 30.

b. Result of Pre-Test in Control Class

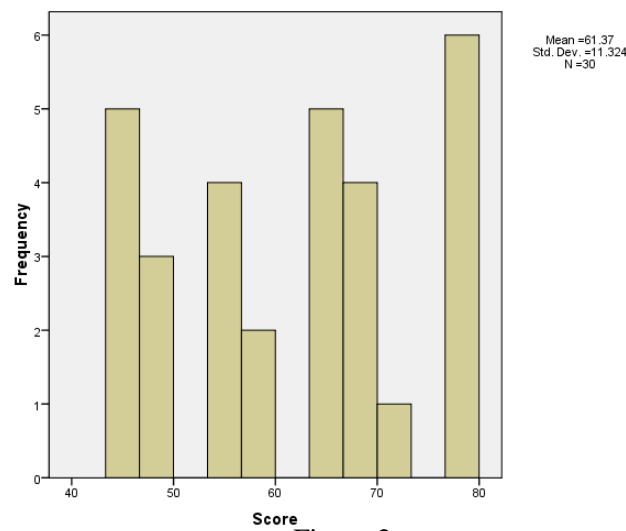


Figure 2
The Result of Pre-Test of Control Class

Based on the figure 2, it could be seen 5 students who got score 45 (17%), 3 students who get score 50 (10%), 4 students who got score 55 (13%), 2 students who got score 59 (7%), 5 student who got score 64 (17%), 4 students who got score 68 (13%), 1 student who got score 73 (3%), and 6 students who got score 77 (20%). It can be seen that the highest score of pre-test of experimental class was 77 and the lowest score 45. The writer also showed mean of pre-test in experimental class was 61.37, standard deviation was 11.32 and the total of students (N) was 30.

2. Result of the Post-test

The researcher gave post-test to know students' vocabulary mastery after the treatment. The post-test was conducted on Thursday, April 26th, 2018 at 07.15 am-08.35 am for the VIII A as the experimental class and at 09.55 am- 10.50 am for class VIII C as the control class. The scores of the students' vocabulary mastery that were tested in pre-test can be seen in Figure 3 and 4.

a. Result of Post-Test in Experimental Class

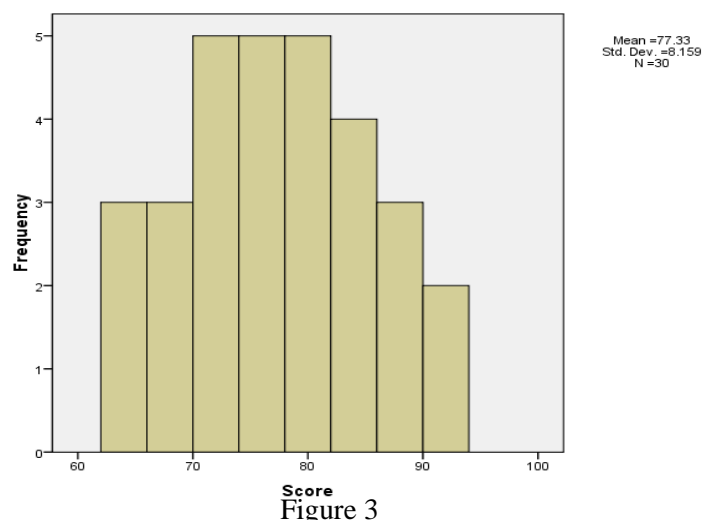


Figure 3
The Result of Post-Test of Experimental Class

Based on the figure 3, it could be seen 3 students who got score 64 (10%), 3 students who got score 68 (10%), 5 students who got score 72 (17%), 5 students who got score 76 (17%), 5 students who got score 80 (17%), 4 students who got score 84 (13%), 3 students who got score 88 (10%), and 2 students who got score 92 (7%). It can be seen that the highest score of pre-test of experimental class was 92 and the lowest score 64. The writer also showed mean of post-test in experimental class was 77.33, standard deviation was 8.159 and the total of students (N) was 30.

b. Result of Post-Test in Control Class

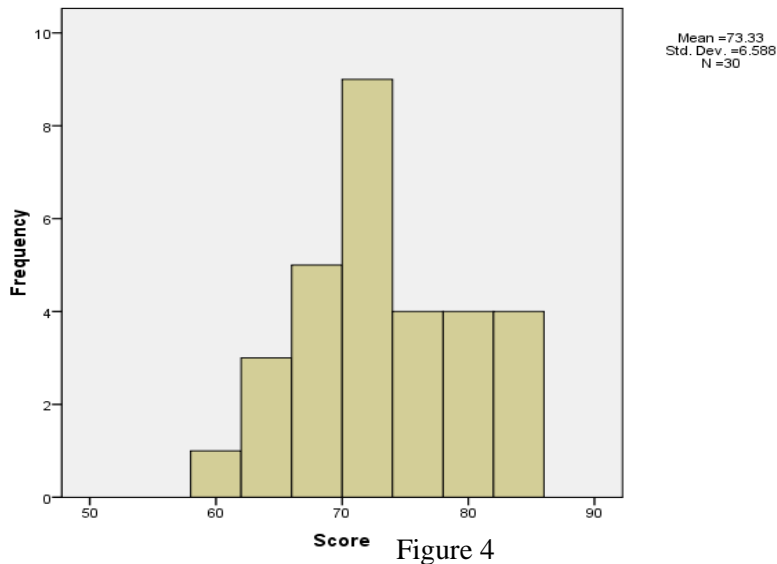


Figure 4
The Result of Post-Test of Control Class

Based on the figure 4, it could be seen 1 student who got score 60 (3%), 3 students who get score 64 (10%), 5 students who get score 68 (17%), 9 students who got score 72 (30%), 4 students who got score 76 (13%), 4 students who got score 80 (13%), and 4 students who got score 84 (13%). It can be seen that the highest score of pre-test of experimental class was 84 and the lowest score 60. The writer also showed mean of post-test in experimental class was 73.33, standard deviation was 6.588 and the total of students (N) was 30.

3. Gain Score

The researcher got gain score from posttest score – pretest score. Gain score was used to analyze normality, homogeneity and independent T-test. If gain score in this manner possitive gain score indicates that posstest score was higher than pretest score, a negative gain score

indicates that the posstest score was less than pretest score. This is detail score pre-test, post-test and gain in experimental class and control class.

B. Result of Data Analysis

After collecting the data, the writer analyzed the data by using independent t-test. There were two assumptions that must be done before the researcher analyzed the data by using independent t-test.

1. Result of Normality Test

The normality test was used to know whether the data, in experimental class and control class, were normally distributed or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Program for Social Science*).The hypotheses for the normality test are formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

H_0 is accepted if $\text{Sig} (P_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig} (P_{\text{value}}) < \alpha = 0.05$

Table 4
The Normality Test of Experimental and Control Class

	Kolmogorov-Smirnov ^a	Shapiro-Wilk
--	---------------------------------	--------------

Class		Statistic	Df	Sig.	Statistic	Df	Sig.
Gain	Experimental	.132	30	.195	.961	30	.331
	Control	.144	30	.117	.957	30	.260

a. Lilliefors Significance Correction

Based on the Table 4, it can be seen that Sig. (p_{value}) for experimental class was 0.331 and Sig. (p_{value}) for control class was 0.260 and $\alpha = 0.05$ It means that Sig. (p_{value}) $> \alpha$ and H_0 is accepted. The conclusion is the data are in the normal distribution. It is calculated based on the gain of the experimental and control class.

2. Result of Homogeneity Test

After knowing the normality the data, the researcher calculated the homogeneity test to know whether the data were homogenous or not.

Table 4.1
The Homogeneity Test of Experimental and Control Class

		Levene Statistic	df1	df2	Sig.
Gain	Based on Mean	.065	1	58	.800

Based on the Table 4.1, it can be seen the result of homogeneity test is 0.800 It was told that H_0 is accepted because Sig. (P_{value}) $> \alpha = 0.05$. Thus, it can be concluded that

variance of data was homogenous. It is calculated based on the gain of the experimental and control class.

3. The Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test were satisfied. Therefore, the writer used the hypothetical test using SPSS (*Statistical Program for Social Science*), independent t-test.

The hypotheses were :

H_a : There is significant influence of using Jeopardy game on students' vocabulary mastery at the eight grade of SMP Kartika II-2 Bandar Lampung in the academic year of 2017/2018.

H_o : There is no significant influence of using Jeopardy game on students' vocabulary mastery at the eight grade of SMP Kartika II-2 Bandar Lampung in the academic year of 2017/2018.

While the criteria for acceptance or rejection of the hypothesis are:

H_o is accepted if $\text{Sig. } (P_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig. } (P_{\text{value}}) < \alpha = 0.05$

Table 4.2
The Result of Hypothetical Test

T	Df	Sig. (2-tailed)
1.016	58	.000

Based on the results obtained in the table 4.2, it is clear that the value of significant generated Sig. (P_{value}) or Sig. (2-tailed) of the equal variance assumed = 0.00, and $\alpha = 0.05$. It means that $\text{Sig.}(P_{\text{value}}) < \alpha = 0.05$. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was significant influence of using Jeopardy game on students' vocabulary mastery at the eight grade of SMP Kartika II-2 Bandar Lampung in the academic year of 2017/2018.

C. Discussion

The students' vocabulary mastery at SMP Kartika II-2 Bandar Lampung that the students' vocabulary was still low, the students did not have any motivation and they had difficulties in mastering vocabulary. It was the reason from the researcher to conduct the research. At the beginning of the research, the pre-test was administered to know students' achievement in vocabulary mastery before they were given treatment by the researcher.

The students' vocabulary mastery at SMP Kartika II-2 Bandar Lampung have difficulties in leaning vocabulary, it is proven by the score of the students in preliminary research. There were 54.1% of the students who got the score under 74 the KKM. It means that the students' vocabulary mastery is still low and need to be increased. To solve the problem, the researcher applied Jeopardy technique in teaching vocabulary. Thus, the objective of this research is to know whether there is influence of using Jeopardy game on students' vocabulary mastery at the eighth grade of SMP Kartika II-2 Bandar Lampung in academic year of 2017/2018. This research had been carried through six steps. They involved try out test, pre-test, three time treatments, and post test.

The research had been conducted since April, 25th 2018 at 08:15 to 09:35, it began by giving try out test to the students in VIII B as tryout class. The researcher prepared 80 test items as the instrument of the test items for pre-test and post-test. From 80 test items of tryout, some items were chosen as instrument of the test. The choosing of the instrument had been done by considering two categories, validity and reliability. After being tryout the researcher used 47 question for pre-test and post-test.

Before conducting treatments, the researcher conducted the pre-test for experimental class on April, 26th 2018 at 07:15 to 08:35 am and control class on April, 26th 2018 at 09:55 to 10:50 am. In pre-test, the test items consist of 47 items of multiple choice test with 4 options (a, b, c and d). The result of pretest was shown that the mean in control class was 61.37 and in experimental class was 63.27. (see appendix 11 and 12).

After conducted the pretest, the researcher conducted three times treatment. The first treatment was administrated on 27th April 2018 at 07:15 to 08:35 am. The lesson began by greeting the students, introducing the researcher and checking their attendance and noticed that 4 students were absent. The next step was teaching learning process. Before applying the technique, the researcher gave material about adjectives. The topic in the first treatment was learning adjective in descriptive text (describing animal). Thus, the teaching and learning process was attended by 28 students. After opening the class, the teacher explained to the students about adjectives, told the examples and explained how to use it. After that, the researcher wrote down “Bagas Priangga Budi” on the blackboard and asked the studens to elaborate this personage. Then, the researcher thought the narrative text.

As the material fully delivered, the researcher implemented Jeopardy technique. The researcher explained the role of the technique to the students. The researcher gave one topic about descriptive texts to the students. Then, the researcher asked vocabulary in the part of speech about the text. After 5-7 minutes the teacher wrote the questions for four or five categories, the questions might be worth various point levels to coordinate to the difficulty level of the question. The group could choose one topic with one score they wanted. For example, group 2 chose Body, Face, and Hair topic with 200 score. If the group could answer the question, score 200 is for them. If the group could not answer the question, the teacher would choose other group who put hands up quickly. The students could not use the dictionary but they could ask their member of group about what was the answer and the group who got the highest score is the winner. After that, the researcher evaluated the students by asking some question to some students randomly. Finally, the researcher closed the first meeting.

The second treatment was administrated on April, 28th 2018 at 10:10 to 11:30 am. The researcher did almost the same activity to begin the class as what the researcher did in the first treatment. But the learning material in the second meeting was about adjective and descriptive text (describing things). In the second treatment, it was better than the first treatment, because the students knew the technique and material before the lesson began. The procedure of Jeopardy technique was done better than previous treatment, therefore the students more active and motivate in learning process with the second treatment.

The third treatment was administrated on April, 30th 2018 at 08:35 to 09:35 am. The researcher held the activity as usual from beginning until closing. The activities in third

meeting still same with the first and second meeting. The learning material in the third meeting was about adjective and descriptive test (describing people).

After finishing all treatments, the researcher conducted post test for experimental and control class. Both control and experimental classes were tested with the same test items, the post test was conducted on April, 2th 2018 at 07:15 to 08:35 am. In post test, the test items consist of 47 items of multiple choice test with 4 options (a, b, c and d). The result of the post test was shown that the mean in control class was 73.33 and mean in experimental class was 77.33 (see appendix 13 and 14).

Based on the result of pre-test and post test score above, it showed that the mean in pre-test score of experimental class was 63.27 and in the post test was 77.33 while the mean in pre-test score of control class was 61.37 and in the post test was 73.33. According to the result of the students pretest and posttest score, it showed that the students' posttest score was higher than pretest. After the researcher got the pretest and post-test score, the researcher used the data to find out gain score. Gain score was used to analyze the normality of data and it showed that the data was normal. After the data was normal, the researcher analyzed the homogeneity of the data based on the gain score and it showed that the data were homogeneous.

Based on the analysis of the data and the testing of the hypothesis, the result of the calculation by using SPSS version 16 found that sig. (2-tailed) of the equal variance assumed the independent sample test table was 0.000. It was lower than 0.005 as the criteria. It meant that the hypothesis null (H_0) was rejected and hypothesis alternative (H_a) was accepted. From

the analysis above, it could be concludes that the use of Jeopardy technique in teaching vocabulary could improve the students' vocabulary mastery.

The result of the data analysis showed that the use of Jeopardy technique in teaching vocabulary seemed to be applicable for the eighth grade of SMP Kartika II-2 Bandar Lampung. The technique made the students easier to memorizing and increase the vocabulary. It means that this research enriches the previous research that was conducted by Mutiarani entitled *The Influence of Using Jeopardy Game Towards Students' Mastery on Passive Voice MAS NurulQodiri Way Pengubuanin the Academic Year of 2015/2016*. In the end of the thesis she said that the using Jeopardy game is one of good technique in motivating students in learning English.

From the explanation above, it could be concluded that there is influence of using Jeopardy game on students' vocabulary mastery at the eighth grade of SMP Kartika II-2 Bandar Lampung in academic year of 2017/2018.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was conducted in SMP Kartika II-2 Bandar Lampung in the academic year of 2017/2018, the researcher might draw conclusion as follows:

In the previous chapter the researcher had analyzed the data statistically. Based on the statistically analysis, there was an influence of Jeopardy Game on students' vocabulary mastery at the eighth grade of SMP Kartika II-2 Bandar Lampung in the academic year of 2017-2018. The influence could be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) was 0.000. It is lower than $\alpha = 0.05$ and it means H_0 is rejected and H_a is accepted

B. Suggestion

Based on the conclusion above, the researcher put forward the following suggestions:

1. For the teacher
 - a. Considering the technique, the suggested the English teacher would apply Jeopardy technique as one of the ways in technique vocabulary mastery because it can help by developing the words but also make their active and enjoyable in the process teaching learning English.
 - b. The teacher should be able to choose the appropriate technique according to the skills and materials that were going to teach to the students.

2. For the students

a. It is suggested that vocabulary was an important thing in learning language because without vocabulary nothing could be conveyed. So they should master vocabulary in order to make English learning easier.

b. The students had to active and have motivation to learn a practice their English at school or out of school.

3. For the other Researcher

a. There researchers applied Jeopardy technique to increase student' vocabulary mastery. Other researchers could find out the appropriate more technique to increase students' vocabulary mastery.

b. In this research, the researcher used Jeopardy technique to help students for junior high school, especially in the teaching vocabulary. Further other researcher should conduct this technique on different level of students.

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APPENDIX 1

THE RESULT OF INTERVIEW WITH THE ENGLISH TEACHER IN PRELIMINARY RESEARCH

Interview for the Teacher

NO.	QUESTION	ANSWER	CONCLUSION
1.	How long have you been teaching English?	I have been teaching English here since 2008	Based on the preliminary research, the teacher has taught English for 8 years.
2.	What are the problems that you face in teaching vocabulary mastery?	The big problem is the student motivation to learn English is low, because they say that English is difficult and they are lack of vocabulary mastery.	The students have some problems in reading, writing, speaking, and listening such as the desire to learn English, lack of vocabulary mastery.
3.	What you taught vocabulary mastery by using technique? What are they?	Yes, but I just taught vocabulary mastery by using translation technique and based on	The teacher has not special strategy or technique in

		the textbook.	teaching vocabulary mastery.
4.	How are the criteria of minimum standard (KKM) in English Lesson?	The criteria of minimum standard (KKM) of the school is 74	-

APPENDIX 2

THE RESULT OF INTERVIEW WITH THE ENGLISH STUDENTS IN PRELIMINARY RESEARCH

Interview for the students

Student 1 :

NO	QUESTION	ANSWER	CONCLUSION
1.	What are your problems in learning vocabulary mastery?	I cannot remember adequate vocabulary well	The Student does not like study English
2.	How about vocabulary mastery. Have you learned about it?	Yes I have	The student has learned vocabulary
3.	What do you think about teacher's technique in learning vocabulary?	Not to bad, because this technique make me boring	The student needs the interesting technique to enjoy the learning process
4.	What are your problem in learning vocabulary mastery?	I'm very difficult to Memorize vocabulary	The student must learn vocabulary mastery well

Student 2 :

NO	QUESTION	ANSWER	CONCLUSION
1.	What are your problems in learning vocabulary mastery?	I do not like English, because English is Difficult. I cannot remember vocabulary well	The student does not master in vocabulary mastery and needs the way to learn it
2.	How about vocabulary mastery. Have you learned about it?	Yes, I have	The Student has learned vocabulary
3.	What do you think about teacher's technique in learning vocabulary?	The teacher did not teach by using interesting technique, so I feel bored in learning English and I don't like English	The student needs the interesting technique to enjoy the learning process
4.	What are your problems in learning vocabulary mastery?	I am still difficult to remember adequate vocabulary	The student must learn vocabulary mastery well

Student 3 :

NO	QUESTION	ANSWER	CONCLUSION
1.	What are your problems in learning vocabulary mastery?	I do not like English, because English is Difficult. I cannot remember vocabulary well	The student does not master in vocabulary mastery and needs the way to learn it
2.	How about vocabulary mastery. Have you learned about it?	Yes, I have	The Student has learned vocabulary
3.	What do you think about teacher's technique in learning vocabulary?	The teacher just teach by using translation technique, so I fell bored in learning English	The student needs the interesting technique to enjoy the learning process
4.	What are your problem in learning vocabulary mastery?	I am still difficult to remember adequate vocabulary	The student must learn vocabulary mastery well

APPENDIX 3

**Vocabulary Mastery Score of the Eighth Grade at SMP Kartika II-2 Bandar
Lampung in 2018 Academic Year**

Class : VIIIA

Study : English

NO	NAMA	L/P	NIIAI
1	ANGELA STEPHANI DWI ANDINI	P	90
2	BAGAS PRIANGGA BUDI	L	100
3	DHELILA YOMIA PUTRI	P	70
4	DIAS SUMBAGA WICAKSANA	P	65
5	EIDELINE CATHLYANA	P	75
6	ELLZA REGITA SARI	P	60
7	FANNIA KHAIRANI MZ	P	80
8	FATHMA CHOIR ANDINI	P	80
9	HILWAH TAZKIYAH	P	70
10	JHESICA MAUDY	P	60
11	KUSUMAJANTI PRABAWANI	P	45
12	LARAS WHISANTY PRAMESWARI WISNU	P	70
13	LUBNA AURA SALSABILA	P	70
14	M. LINTAR YUDA PRATAMA	L	75
15	MIRA JIHAN ROZDIANA	P	80
16	MUHAMMAD HAFIDZ	L	75
17	MUHAMMAD RIZKY WIJAYA	L	90
18	MUHAMMAD SULAIMAN	L	60
19	OXSA LINTANG KAMILA	P	75
20	PUTRI SHAQINAH	P	45
21	PUTRI VIDA VILIA	P	70
22	RADINA PRANASURI	P	45
23	RAKA MAHARDIKA SETIAWAN	L	60
24	REZKY MORALES SITANGGANG	L	80
25	ROFI PAIHA	L	50
26	ROSANDRA RIZKY JULIA	L	70
27	SEPTIA DWI ARINI	P	90
28	SHAFIRA HANUN MAHARANI	P	75
29	SHERIN ANGELI HARLIM	L	90
30	SILVANA HERMAN	L	75

**Vocabulary Mastery Score of the Eighth Grade at SMP Kartika II-2 Bandar
Lamong in 2018 Academic Year**

Class : VIIIA
Study : English

NO	NAMA	L/P	NILAI
1	ACHMAD EKA SAPUTRA	L	90
2	ADELYA RIZKY ANGGREINI DYAH PERMATASARI	P	70
3	AFTA FAREL	L	60
4	AGUNG DWI PRADITYA	L	70
5	AMANDA BEAUTY LADY	L	40
6	ATANASIOS XAVIER	L	70
7	BAGUS WICAKSONO	L	60
8	CAHYA TRI YANI	P	30
9	CHRISTIAN THEN	L	90
10	DAVA PRAMESTI	L	60
11	DAVINA MUTIARA ALFIANI	P	20
12	DIMAS ARYA NUGRAHA	L	50
13	EGGI DESKHA PRASETYA	P	60
14	ELGA AGATA PUTRI MAULANA	P	70
15	EXCEL DUKHAN BALAD	L	60
16	GHILVA SILLA SHARANI	P	60
17	GILANG PRASETYO	L	60
18	JASMINE ALVINA CAFESA	P	30
19	KRESNA DHANU RANGGA	L	50
20	M. AKBAR RAMADHAN	L	70
21	M. KHOIRI FASSA	L	70
22	MUHAMMAD AFIF RIVA'I DJAMIAN	L	60
23	MUHAMMAD AQIL AZIFA	L	70
24	NOVANDRA RAMADHANI	P	80
25	PANDU SIWI	L	70
26	RAKHA RESTU AGHSYA	L	40
27	RAMA WIRATAMA SAPUTRA	L	50
28	RICARDO HERENDRA	L	70
29	RIDHO WIRANATHA	L	70
30	TIARA SAFITRI	P	60

**Vocabulary Mastery Score of the Eighth Grade at SMP Kartika II-2 Bandar
Lamong in 2018 Academic Year**

Class : VIIB

Study : English

NO	NAMA	L/P	NILAI
1	ZAHRA AYU CHAIRUNISSA	P	70
2	ALIFAH BAROKATI	P	70
3	ANISA AYU RAHMAWATI	P	60
4	ANITA HERMINDA	P	40
5	ANNISA ADELITA AZZAHRA	P	60
6	ANNISA NUR RAHMA	P	60
7	ARYA MANDALA PUTRA	L	60
8	ASSYIFA NURU'AINI	P	60
9	DEWI NUR HULY	P	40
10	DHIVA SYAHRANI	P	50
11	EUNICE ZAHRA PRIYANKA	P	80
12	HANIFAH SASABELA	P	80
13	INDAH GUSRAINI	P	80
14	IRFAN RAMADHAN	L	60
15	JESICA TIARA HANANDITA	P	90
16	JESSICA VELLEN	P	70
17	M. AULIYA MAULIDHAN ALUNDA	L	40
18	M. GHANNI FATTAH	L	20
19	MARCHELL ALY KUMALA	L	60
20	MEISYA ROYANI	P	60
21	MITA AFRILIA HUSNUL	P	55
22	MUHAMMAD RAIHAN AL-ROVI	L	50
23	MUHAMMAD RAKHA AL-ROVI	L	40
24	NURRIZKY JHOSI AFIFAH	P	20
25	RENI NURVIONA AR VAIRUZ	P	35
26	RIZKA BATRIANI	P	40
27	SALSABILA HAFSA K	P	50
28	TRIANA ROSPITA ANDHARILLA	P	45
29	VITRI AL-HUSNA	P	60
30	YOANDA TIORA PURWANTO	P	40
31	RISKI RIZAL RAMADHANI	L	30

32	SALSABILA YULININGTYAS	P	40
33	SITI ZAHARIA APRILIA	P	50
34	SYAVIN REVANSA	L	60

**Vocabulary Mastery Score of the Eighth Grade at SMP Kartika II-2 Bandar
Lamung in 2018 Academic Year**

Class : VIIID

Study : English

NO	NAMA	L/P	NILAI
1	ADE DIAN AMELIA	P	50
2	ADHELIA VIRANTI	P	50
3	ADITYA RIZKI	L	50
4	AHMAD SYAUGI AL GIFARY	L	80
5	AQILAH SALMAA ZAHARAN	P	70
6	ARIEF TRYAS ABDILLAH	L	50
7	ATHA GUNADI HUTABARAT	L	55
8	AZIZAH SHAFIA AZZAHRA	P	60
9	DAVINA THALIA ZHAFITRI	P	80
10	DHEA RISKA MAHARANI	P	40
11	ELSA ILLAILA FIRDAUS	P	60
12	FIQRI ANGGORO	L	80
13	HAQQI SHABRIAN	L	60
14	ILHAM KURNIA CHAHYA. BM	L	70
15	KHARISMA PUTRI DWI LESTARI	P	80
16	M. CHANTIAGO CACANG	L	80
17	M. CHIQUAL AFNOVINSIA PUTRA	L	70
18	M. DWI ARIYANTO	L	40
19	M. FITRA IRYANTO	L	70
20	M. RIDHO ARISMAN	L	60
21	MUHAMMAD FAHRUL ROZY	L	50
22	MUHAMMAD PANDU IKBAR	L	60
23	MUTIARA PUSPITA SARI	P	50
24	NADHIRA PUTRI RAMADHAN	P	60
25	NADYA NAQIYA	P	60
26	OCTARIA MARSHA ANANDA	P	70
27	ODELIA ARETHA	P	70
28	RICO ERWANSYAH	L	60
29	ROFI FAUZAN NAUFALDI OKTOFIANTO	L	40

30	ROY JORDI	L	30
31	MUHAMMAD FITRA RULIANSYAH	L	50
32	MUHAMMAD HAFIZ AL-AMIN	L	40
33	MUHAMMAD NOFERMANSYAH	L	30
34	MUHAMMAD REZA KURNIAWAN	L	30
35	MUHAMMAD SYADDAM ABDELNOER	L	40
36	MUHAMMAD VITO VISANDRE	L	50
37	RATU BINTANG PRAMUDYA	P	50

**Vocabulary Mastery Score of the Eighth Grade at SMP Kartika II-2 Bandar
Lamong in 2018 Academic Year**

Class : VIIC

Study : English

NO	NAMA	L/P	NILAI
1	ADINDA MARCELIA	P	70
2	AQILA RAMANDANI	P	60
3	ARDIANTO WICAKSONO	L	50
4	AULIA DITA MAHARANI	L	90
5	AZMI SANJAYA	P	70
6	CITRA CLARITA	L	60
7	DIAH AYU HANDAYANI	L	50
8	DIAZ SHINTA ZALIA	P	90
9	FITRA KEVIN KURNIA	L	60
10	HERDYANDRA FAKHRI PUTRA	L	70
11	HURUL 'AIN QORI AZZAHRA	P	45
12	IHSAN ZACKY	P	50
13	IVAN ADINATA	L	70
14	KHANIA AMELIA PUTRI	P	80
15	KIA AGUNG HARIS	L	60
16	LUTFAN ADIP	L	80
17	M. DEVAN SYAHPUTRA	P	40
18	MUHAMMAD AXEL PRAMUDYA	L	70
19	MUHAMMAD DZAKY AL-GHIFARI	P	50
20	MUHAMMAD FAHMI AKMAL H	P	70
21	MUHAMMAD FAJRI	P	50
22	MUHAMMAD ILHAM	L	40
23	PRAMUDIAZ JIMMY ANDHIKA ERMAN	P	70
24	PUTRI KANIA PURWA ENDAH	L	60
25	RAMANDA FAJAR	P	70
26	RICKY TRISANDOPAL	L	50
27	SELVIA PUSPITA	L	50
28	SYAHDILA MAHARANI SURYA	L	60
29	TABITHA ANANDA NUGROHO	P	60
30	YUDA ANUGRAH HADI	P	40

**Vocabulary Mastery Score of the Eighth Grade at SMP Kartika II-2 Bandar
Lampung in 2018 Academic Year**

Class : VIIF

Study : English

NO	NAMA	L/P	NILAI
1	AJI TRIWANDA	L	60
2	APRIYANDI	L	70
3	ARDI DIO ANTONI	L	80
4	ARI SETIAWAN	L	40
5	DEA APRILIANA	P	50
6	DWI SAPUTRA	L	50
7	FITRIA MELIANA SARI	P	60
8	ISNAINI NURHAFIZAH RIZKI	P	70
9	M.RISWAN	L	60
10	MEISYA ARDILLA	P	40
11	MONALISA	P	80
12	MUHAMMAD ALDI KURNIAWAN	L	60
13	MUHAMMAD DIAN ARIANTO	L	60
14	NANDA ANTIKA PUTRI	P	70
15	NAULA MEIDI SAFITRI	P	50
16	PRAYOGA SYAIFULLAH	L	50
17	RAKA ARRIZKI	L	50
18	RANTI MAULIDIAH	P	70
19	RIAN IRAWAN	L	60
20	RIDA AYU KIRANI	P	50
21	RIDHO FERNANDO	L	40
22	RIZKI ANANDA	L	60
23	SAYBA ARTHAMAVIA	P	60
24	SEPTIA NUR'AINI	P	50
25	SHELVIA KHALIVANI	P	50
26	SURYA DWI ANGGARA	L	50
27	ADYATMA ABIGAIL	L	60
28	ALDILA GEVITA OKTA	P	50

	VERDYA		
29	ALDO ADIPRAMANA	L	40
30	ALYA NISA LERINTA	P	50
31	AURELIA VANY SHAKIRA SUHATMAN	P	70
32	BIMBI ARI WIRANDANI	P	50
33	DAFFA OSAMA ASLAM	L	60
34	DESTA RENDY FEBRIANSYAH	L	40
35	DEVA RANDINI	P	40

Appendix 4

SILABUS SMP/MTS

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Kompetensi Inti :

- KI 1: Menghargaidan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

<p>3.9 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .</p> <p>4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang,</p>	<p>Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda</p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> <p><i>Struktur text (gagasan utama dan informasi rinci)</i></p> <p>a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p>	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks derriptif. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapian tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif. 	<p>16 JP</p>	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat Contoh teks dari sumber otentik
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<p>dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <ol style="list-style-type: none"> (1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>). (2) Kata ganti <i>it, they, she, we</i>, dst.; <i>our, my, your, their</i>, dst. (3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite, very</i>. (4) Frasa nominal seperti <i>dark brown, cute little cat, beautiful red flower</i> (5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dll. (6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those</i>, 	<p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> - fungsi sosial setiap teks - nama orang, binatang, benda yang dideskripsikan - sifat orang, binatang, benda 	<p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. 		<ul style="list-style-type: none"> • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailylenglish.com - http://americanenglish.state.gov/files/ae/resources/e_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.c
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	<p><i>my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p>Topik</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>yang dideskripsikan</p> <ul style="list-style-type: none"> - tindakan orang, binatang, benda yang dideskripsikan - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <ul style="list-style-type: none"> • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. 	<ul style="list-style-type: none"> • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p> <p>Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya teks deskriptif sangat pendek dan 	<p>om/</p>
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		<ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). Siswaberupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. 	<p>sederhana tentang orang, binatang, benda yang telah dibuat.</p> <ul style="list-style-type: none"> Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda. Lembar soal dan hasil tes 		
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		<ul style="list-style-type: none">• Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
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APPENDIX 5

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (Experimental Class)

Sekolah	: SMP Kartika II-2 Bandar Lampung
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Vocabulary
Tema	: Deskriptif teks (<i>Animal</i>)
Kelas/Semester	: VIII / Genap
Pertemuan ke	: 1
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD)

3.9 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .

4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

1. Membaca teks descriptif dengan ucapan, tekanan dan intonasi yang benar.
2. Mampu mengidentifikasi kosakata terkait verbsesuai dengan konteks.
3. Mampu menyebutkan fungsi sosial dari kosakata yang telah dipelajari
4. Mampu mengidentifikasi kosa kata yang terkait.

D. Tujuan Pembelajaran

1. Dengan diberi contoh teks descriptif siswa dapat membaca dengan ucapan, tekanan dan intonasi yang benar.
2. Melalui game siswa mampu mengidentifikasi kosakata terkait dengan noun, adjective sesuai dengan konteks.
3. Melalui game siswa mampu menyebutkan fungsi sosial dari kosakata terkait.
4. Melalui game siswa mampu memahami penggunaan kosakata terutama kata benda (noun), kata sifat (adjective) dalam kehidupan sehari-hari.

E. Materi Pembelajaran

1. Fungsi Sosial

Mempelajari berbagai macam kosakata untuk menambah pengetahuan tentang kosakata bahasa Inggris khususnya pada kata benda (noun) dan kata sifat (adjective) sesuai dengan materi yang dipelajari.

2. Unsur Kebahasaan

-Ucapan, tekanan kata, intonasi, ketika melafalkan kata secara lisan

VOCABULARY		
Cat	Duck	Big
Lion	Happy	Angry
		Long

Dog	Sad
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F. Metode Pembelajaran

- Pendekatan : Scientific Approach
- Technique Pembelajaran : Jeopardy Game

G. Media, Alat, dan Sumber Pembelajaran:

- Media : power point, Handout
- Alat : Laptop, Lcd
- Sumber Pembelajaran: English module, English in vocational context (LKS), Internet

H. Langkah-langkah Kegiatan Pembelajaran

Kegiatan

Fase	Kegiatan Pembelajaran		Waktu
	Guru	Peserta Didik	
Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam. • Peserta didik dan guru berdo'a bersama. • Guru mengecek kehadiran bersama didik • Guru memberi apersepsi dengan mengulas materi 	<ul style="list-style-type: none"> • Peserta didik menjawab salam • Peserta didik dan guru berdo'a bersama. • Peserta didik mendengarkan dengan baik • Peserta didik mendengarkan Dengan baik dan menjawab semua pertanyaan-pertanyaan 	5

	<p>pelajaran pada pertemuan sebelumnya.</p> <ul style="list-style-type: none"> • Guru menyampaikan kompetensi dasar dan tujuan yang akan dicapai • Guru mengondisikan peserta didik untuk duduk secara kelompok 	<p>guru.</p> <ul style="list-style-type: none"> • Peserta didik mendengarkan dengan baik apa yang disampaikan oleh guru. • Peserta didik duduk berkelompok dengan kondusif. 	
Kegiatan Inti	<p><i>Observing</i></p> <ul style="list-style-type: none"> • Guru membimbing peserta didik untuk membaca teks deskriptif. • Guru membimbing peserta didik mengidentifikasi bagian kosakata-kosakata yang mereka baca 	<p><i>Observing</i></p> <ul style="list-style-type: none"> • Peserta didik membaca teks yang di kasih oleh guru. • Peserta didik mengidentifikasi bagian kosakata-kosakata yang mereka baca dari teks deskriptif. 	10
	<p><i>Questioning</i></p> <ul style="list-style-type: none"> • Guru membimbing peserta didik mempertanyakan perihal arti dan bagian kosakata yang mereka dapat dari tek deskriptif. 	<p><i>Questioning</i></p> <ul style="list-style-type: none"> • Peserta didik mempertanyakan perihal perihal arti dan bagian kosakata yang mereka dapat dari teks deskriptif. 	5
	<p><i>Experimenting</i></p> <ul style="list-style-type: none"> • Siswa membuat kelompok, satu kelompok terdiri dari 5/6 orang • Siswa ditampilkan power point. Slide pertama berisi tema dan 	<p><i>Experimenting</i></p> <ul style="list-style-type: none"> • Guru meminta siswa untuk membuat kelompok, satu kelompok terdiri dari 5 /6 orang. • Guru menampilkan power point. Slide pertama berisi 	45

	<p>5 penilain (100-500) dan ada pertanyaan atau pertunjuk di belakang tanda Tanya.</p> <ul style="list-style-type: none"> • Setelah persiapan selesai, siswa di perintah oleh guru untuk kelompok pertama, siapa yang mengangkat tangan lebih cepat • Siswa diberi intruksi oleh guru bahwa siswa bisa memilih 1 topik dengan 1 skor yang diinginkan. Contoh kelompok 2 memilih tentang Body,color dengan score 200. Jika siswa bisa menjawab pertanyaan , maka nilai 200 untuk mereka. • Siswa diintruksikan kepada kelompok jika tidak dapat menjawab pertanyaan, maka guru akan memilih kelompok lain yang mengangkat tangan dengan cepat. • Siswa tidak diizinkan mengguna kamus tetapi mereka bisa bertanya 	<p>tema dan 5 penilain (100-500) dan ada pertanyaan atau pertunjuk di belakang tanda Tanya.</p> <ul style="list-style-type: none"> • Setelah persiapan selesai, guru memerintahkan siswa untuk kelompok pertama, siapa yang mengangkat tangan lebih cepat. • Guru memberikan intruksi kepada siswa bahwa siswa bisa memilih 1 topik dengan 1 skor yang diinginkan. Contoh kelompok 2 memilih tentang Body,color dengan score 200. Jika siswa bisa menjawab pertanyaan , maka nilai 200 untuk mereka. • Guru mengintruksikan kepada siswa, jika kelompok tidak bisa menjawab pertanyaan, maka guru akan memilih kelompok lain yang mengangkat tangan dengan cepat. • Guru tidak mengizinkan siswa untuk menggunakan 	
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	<p>kepada anggota kelompok mereka, mengenai jawabannya.</p> <ul style="list-style-type: none"> • Siswa diberi tahu oleh guru bahwa pemenang adalah kelompok yang mendapat nilai tertinggi • Setelah semua pertanyaan dijawab, guru dan siswa mendiskusikan bersama. <p><i>Communicating</i></p> <ul style="list-style-type: none"> • Guru dan peserta didik membahas hasil pekerjaan peserta didik. 	<p>kamus tetapi mereka bisa bertanya kepada anggota kelompok mereka, mengenai jawabannya .</p> <ul style="list-style-type: none"> • Guru memberi tahu siswa bahwa pemenang adalah kelompok yang mendapat nilai tertinggi. • Setelah semua pertanyaan dijawab, guru dan siswa mendiskusikan bersama. <p><i>Communicating</i></p> <ul style="list-style-type: none"> • Guru dan peserta didik membahas hasil pekerjaan peserta didik. 	10
Penutup	<ul style="list-style-type: none"> • Guru meminta Peserta didik untuk menyimpulkan apa yang telah dipelajari. • Guru bertanya tentang kesulitan-kesulitan yang dihadapi peserta didik dalam pelajaran vocabulary. • Guru dan peserta didik berdo'a sebelum meninggalkan kelas. • Guru dan peserta didik mengucapkan salam perpisahan. 	<ul style="list-style-type: none"> • Peserta didik menyimpulkan apa yang telah dipelajari. • Peserta didik mengungkapkan apa saja kesulitan-kesulitan yang mereka hadapi dalam memahami Materi pelajaran vocabulary. • Peserta didik mendengarkan dengan baik dan hal-hal yang diperlukan. • Peserta didik berdo'a sebelum meninggalkan kelas 	5

		<ul style="list-style-type: none"> • Peserta didik mengucapkan salam perpisahan. 	
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I. Penelitian

a. Instrumen : Terlampiran 1

b. Pedoman Penilaian : Jumlah skor maksimal keseluruhan = 100

Bandar Lampung, April 2018
Mahasiswa Peneliti

Guru Mata Pelajaran

Bahasa Inggris

Junaidi A, S.pd.

Patimah Muleng

NIP. 19760410 200009 3 029

NPM. 1311040098

Mengetahui

Kepala SMP Kartika II-2 Bandar
Lampung

*Lampiran 1***INSTRUMENT PENILAIAN**

Kelompok & Nama :

Tanggal Pengamatan :

Materi Pokok :

SKOR MENGGUNA JEOPARDY GAME

Category 1	Categoiry 2	Category 3	Category 4
100	100	100	100
200	200	200	200
300	300	300	300

400	400	400	400
500	500	500	500

Σ Skor perolehan

Nilai = _____ X 100

Skor Maksimal

Kriteria Tingkat Kesulitan Nilai

100 : Mudah sekali

200 : Mudah

300 : Medium

400 : Sulit

500 : Sulit sekali

APPENDIX 5

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) (Experimental Class)

Sekolah	: SMP Kartika II-2 Bandar Lampung
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Vocabulary
Tema	: Deskriptif teks (<i>People</i>)
Kelas/Semester	: VIII / Genap
Pertemuan ke	: 1
Alokasi Waktu	: 2 x 40 menit

H. Kompetensi Inti (KI)

5. Menghargai dan menghayati ajaran agama yang dianutnya.
6. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
7. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
8. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

I. Kompetensi Dasar (KD)

3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .

4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

J. Indikator

5. Membaca teks deskriptif dengan ucapan, tekanan dan intonasi yang benar.
6. Mampu mengidentifikasi kosakata terkait verb sesuai dengan konteks.
7. Mampu menyebutkan fungsi sosial dari kosakata yang telah dipelajari
8. Mampu mengidentifikasi kosakata yang terkait.

K. Tujuan Pembelajaran

5. Dengan diberi contoh teks deskriptif siswa dapat membaca dengan ucapan, tekanan dan intonasi yang benar.
6. Melalui game siswa mampu mengidentifikasi kosakata terkait dengan noun, adjective sesuai dengan konteks.
7. Melalui game siswa mampu menyebutkan fungsi sosial dari kosakata terkait.

8. Melalui game siswa mampu memahami penggunaan kosa kata terutama kata benda (noun), kata sifat (adjective) dalam kehidupan sehari-hari.

L. Materi Pembelajaran

1. Fungsi Sosial

Mempelajari berbagai macam kosa kata untuk menambah pengetahuan tentang kosakata bahasa Inggris khususnya pada kata benda (noun) dan kata sifat (adjective) sesuai dengan materi yang dipelajari.

2. Unsur Kebahasaan

-Ucapan, tekanan kata, intonasi, ketika melafalkan kata secara lisan

VOCABULARY		
Father	Sister	Big
Uncle	Brother	Angry
Mother	Sad	Long

M. Metode Pembelajaran

- Pendekatan : Scientific Approach
- Technique Pembelajaran : Jeopardy Game

N. Media, Alat, dan Sumber Pembelajaran:

- Media : power point, Handout
- Alat : Laptop, Lcd
- Sumber Pembelajaran: English module, English in vocational context (LKS), Internet

H. Langkah-langkah Kegiatan Pembelajaran

Kegiatan

Fase	Kegiatan Pembelajaran		Waktu
	Guru	Peserta Didik	
Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam. • Peserta didik dan guru berdo'a bersama. • Guru mengecek kehadiran bersama didik • Guru memberi apersepsi dengan mengulas materi pelajaran pada pertemuan sebelumnya. • Guru menyampaikan kompetensi dasar dan tujuan yang akan dicapai • Guru mengondisikan 	<ul style="list-style-type: none"> • Peserta didik menjawab salam • Peserta didik dan guru berdo'a bersama. • Peserta didik mendengarkan dengan baik • Peserta didik mendengarkan Dengan baik dan menjawab semua pertanyaan-pertanyaan guru. • Peserta didik mendengarkan dengan baik apa yang disampaikan oleh guru. • Peserta didik duduk berkelompok dengan 	5

	peserta didik untuk duduk secara kelompok	kondusif.	
Kegiatan Inti	<p><i>Observing</i></p> <ul style="list-style-type: none"> • Guru membimbing peserta didik untuk membaca teks deskriptif. • Guru membimbing peserta didik mengidentifikasi bagian kosakata-kosakata yang mereka baca 	<p><i>Observing</i></p> <ul style="list-style-type: none"> • Peserta didik membaca teks yang di kasih oleh guru. • Peserta didik mengidentifikasi bagian kosakata-kosakata yang mereka baca dari teks deskriptif. 	10
	<p><i>Questioning</i></p> <ul style="list-style-type: none"> • Guru membimbing peserta didik mempertanyakan perihal arti dan bagian kosakata yang mereka dapat dari tek deskriptif. 	<p><i>Questioning</i></p> <ul style="list-style-type: none"> • Peserta didik mempertanyakan perihal perihal arti dan bagian kosakata yang mereka dapat dari teks deskriptif. 	5
	<p><i>Experimenting</i></p> <ul style="list-style-type: none"> • Siswa membuat kelompok, satu kelompok terdiri dari 5/6 orang • Siswa ditampilkan power point. Slide pertama berisi tema dan 5 penilain (100-500) dan ada pertanyaan atau pertunjuk di belakang tanda Tanya. • Setelah persiapan selesai, siswa di perintah oleh guru untuk 	<p><i>Experimenting</i></p> <ul style="list-style-type: none"> • Guru meminta siswa untuk membuat kelompok, satu kelompok terdiri dari 5 /6 orang. • Guru menampilkan power point. Slide pertama berisi tema dan 5 penilain (100-500) dan ada pertanyaan atau pertunjuk di belakang tanda Tanya. • Setelah persiapan selesai, guru memerintahkan siswa 	45

<p>kelompok pertama, siapa yang mengangkat tangan lebih cepat</p> <ul style="list-style-type: none"> • Siswa diberi intruksi oleh guru bahwa siswa bisa memilih 1 topik dengan 1 skor yang diinginkan. Contoh kelompok 2 memilih tentang Body,color dengan score 200. Jika siswa bisa menjawab pertanyaan , maka nilai 200 untuk mereka. • Siswa diintruksikan kepada kelompok jika tidak dapat menjawab pertanyaan, maka guru akan memilih kelompok lain yang mengangkat tangan dengan cepat. • Siswa tidak diizinkan mengguna kamus tetapi mereka bisa bertanya kepada anggota kelompok mereka, mengenai jawabannya. • Siswa diberi tahu oleh guru bahwa pemenang adalah 	<p>untuk kelompok pertama, siapa yang mengangkat tangan lebih cepat.</p> <ul style="list-style-type: none"> • Guru memberikan intruksi kepada siswa bahwa siswa bisa memilih 1 topik dengan 1 skor yang diinginkan. Contoh kelompok 2 memilih tentang Body,color dengan score 200. Jika siswa bisa menjawab pertanyaan , maka nilai 200 untuk mereka. • Guru mengintruksikan kepada siswa, jika kelompok tidak bisa menjawab pertanyaan, maka guru akan memilih kelompok lain yang mengangkat tangan dengan cepat. • Guru tidak mengizinkan siswa untuk menggunakan kamus tetapi mereka bisa bertanya kepada anggota kelompok mereka, mengenai jawabannya . • Guru memberi tahu siswa bahwa pemenang adalah 	
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	<p>kelompok yang mendapat nilai tertinggi</p> <ul style="list-style-type: none"> • Setelah semua pertanyaan dijawab, guru dan siswa mendiskusikan bersama. <p><i>Communicating</i></p> <ul style="list-style-type: none"> • Guru dan peserta didik membahas hasil pekerjaan peserta didik. 	<p>kelompok yang mendapat nilai tertinggi.</p> <ul style="list-style-type: none"> • Setelah semua pertanyaan dijawab, guru dan siswa mendiskusikan bersama. <p><i>Communicating</i></p> <ul style="list-style-type: none"> • Guru dan peserta didik membahas hasil pekerjaan peserta didik. 	10
Penutup	<ul style="list-style-type: none"> • Guru meminta Peserta didik untuk menyimpulkan apa yang telah dipelajari. • Guru bertanya tentang kesulitan-kesulitan yang dihadapi peserta didik dalam pelajaran vocabulary. • Guru dan peserta didik berdo'a sebelum meninggalkan kelas. • Guru dan peserta didik mengucapkan salam perpisahan. 	<ul style="list-style-type: none"> • Peserta didik menyimpulkan apa yang telah dipelajari. • Peserta didik mengungkapkan apa saja kesulitan-kesulitan yang mereka hadapi dalam memahami Materi pelajaran vocabulary. • Peserta didik mendengarkan dengan baik dan hal-hal yang diperlukan. • Peserta didik berdo'a sebelum meninggalkan kelas • Peserta didik mengucapkan salam perpisahan. 	5

I. Penelitian

a. Instrument : Terlampiran1

b. Pedoman Penilaian : Jumlah skor maksimal keseluruhan = 100

Bandar Lampung, April 2018
Mahasiswa Peneliti

Guru Mata Pelajaran
Bahasa Inggris

Junaidi A, S.pd.
NIP. 19760410 200009 3 029

Patimah Muleng
NPM. 1311040098

Mengetahui
Kepala SMP Kartika II-2 Bandar
Lampung

*Lampiran 1***INSTRUMENT PENILAIAN**

Kelompok & Nama :

Tanggal Pengamatan :

Materi Pokok :

SKOR MENGGUNA JEOPARDY GAME

Category 1	Categoiry 2	Category 3	Category 4
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400
500	500	500	500

 Σ Skor perolehan

Nilai = _____ X 100

Skor Maksimal

Kriteria Tingkat Kesulitan Nilai

100 : Mudah sekali

200 : Mudah

300 : Medium

400 : Sulit

500 : Sulit sekali

APPENDIX 5**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP) (Experimental Class)**

Sekolah	: SMP Kartika II-2 Bandar Lampung
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Vocabulary
Tema	: Deskriptif teks (<i>Things</i>)
Kelas/Semester	: VIII / Genap
Pertemuan ke	: 1
Alokasi Waktu	: 2 x 40 menit

O. Kompetensi Inti (KI)

9. Menghargai dan menghayati ajaran agama yang dianutnya.
10. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
11. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
12. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

P. Kompetensi Dasar (KD)

- 3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .
- 4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Q. Indikator

9. Membaca teks descriptif dengan ucapan, tekanan dan intonasi yang benar.
10. Mampu mengidentifikasi kosakata terkait verbsesuai dengan konteks.
11. Mampu menyebutkan fungsi sosial dari kosakata yang telah dipelajari
12. Mampu mengidentifikasi kosa kata yang terkait.

R. Tujuan Pembelajaran

9. Dengan diberi contoh teks descriptif siswa dapat membaca dengan ucapan,tekanandan intonasi yang benar.
10. Melalui game siswa mampu mengidentifikasi kosakata terkait dengan noun, adjective sesuai dengan konteks.
11. Melalui game siswa mampu menyebutkan fungsi sosial dari kosa kata terkait.
12. Melalui game siswa mampu memahami penggunaan kosa kata terutama kata benda (noun), kata sifat (adjective) dalam kehidupan sehari-hari.

S. Materi Pembelajaran

1. Fungsi Sosial

Mempelajari berbagai macam kosa kata untuk menambah pengetahuan tentang kosakata bahasa Inggris khususnya pada kata benda (noun) dan kata sifat (adjective) sesuai dengan materi yang dipelajari.

2. Unsur Kebahasaan

-Ucapan, tekanan kata, intonasi, ketika melafalkan kata secara lisan

VOCABULARY		
Shoes	Pen	Spinach
Bag	Knife	Beautiful
Desk	Book	Big

T. Metode Pembelajaran

- Pendekatan : Scientific Approach
- Technique Pembelajaran : Jeopardy Game

U. Media, Alat, dan Sumber Pembelajaran:

- Media : power point, Handout

- Alat : Laptop, Lcd
- Sumber Pembelajaran: English module, English in vocational context (LKS), Internet

H. Langkah-langkah Kegiatan Pembelajaran

Kegiatan

Fase	Kegiatan Pembelajaran		Waktu
	Guru	Peserta Didik	
Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam. • Peserta didik dan guru berdo'a bersama. • Guru mengecek kehadiran bersama didik • Guru memberi apersepsi dengan mengulas materi pelajaran pada pertemuan sebelumnya. • Guru menyampaikan kompetensi dasar dan tujuan yang akan dicapai • Guru mengondisikan peserta didik untuk duduk secara kelompok 	<ul style="list-style-type: none"> • Peserta didik menjawab salam • Peserta didik dan guru berdo'a bersama. • Peserta didik mendengarkan dengan baik • Peserta didik mendengarkan Dengan baik dan menjawab semua pertanyaan-pertanyaan guru. • Peserta didik mendengarkan dengan baik apa yang disampaikan oleh guru. • Peserta didik duduk berkelompok dengan kondusif. 	5
Kegiatan Inti	<i>Observing</i> <ul style="list-style-type: none"> • Guru membimbing peserta didik untuk membaca teks deskriptif. 	<i>Observing</i> <ul style="list-style-type: none"> • Peserta didik membaca teks yang di kasih oleh guru. 	10

	<ul style="list-style-type: none"> • Guru membimbing peserta didik mengidentifikasi bagian kosakata-kosakata yang mereka baca <p><i>Questioning</i></p> <ul style="list-style-type: none"> • Guru membimbing peserta didik mempertanyakan perihal arti dan bagian kosakata yang mereka dapat dari teks deskriptif. <p><i>Experimenting</i></p> <ul style="list-style-type: none"> • Siswa membuat kelompok, satu kelompok terdiri dari 5/6 orang • Siswa ditampilkan power point. Slide pertama berisi tema dan 5 penilain (100-500) dan ada pertanyaan atau pertunjuk di belakang tanda Tanya. • Setelah persiapan selesai, siswa di perintah oleh guru untuk kelompok pertama, siapa yang mengangkat tangan lebih cepat • Siswa diberi intruksi oleh guru bahwa siswa bisa memilih 1 topik dengan 1 skor yang 	<ul style="list-style-type: none"> • Peserta didik mengidentifikasi bagian kosakata-kosakata yang mereka baca dari teks deskriptif. <p><i>Questioning</i></p> <ul style="list-style-type: none"> • Peserta didik mempertanyakan perihal perihal arti dan bagian kosakata yang mereka dapat dari teks deskriptif. <p><i>Experimenting</i></p> <ul style="list-style-type: none"> • Guru meminta siswa untuk membuat kelompok, satu kelompok terdiri dari 5 /6 orang. • Guru menampilkan power point. Slide pertama berisi tema dan 5 penilain (100-500) dan ada pertanyaan atau pertunjuk di belakang tanda Tanya. • Setelah persiapan selesai, guru memerintahkan siswa untuk kelompok pertama, siapa yang mengangkat tangan lebih cepat. • Guru memberikan intruksi kepada siswa bahwa siswa bisa memilih 1 topik dengan 1 skor 	<p>5</p> <p>45</p>
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	<p>diinginkan. Contoh kelompok 2 memilih tentang Body,color dengan score 200. Jika siswa bisa menjawab pertanyaan , maka nilai 200 untuk mereka.</p> <ul style="list-style-type: none"> • Siswa diintruksikan kepada kelompok jika tidak dapat menjawab pertanyaan, maka guru akan memilih kelompok lain yang mengangkat tangan dengan cepat. • Siswa tidak diizinkan mengguna kamus tetapi mereka bisa bertanya kepada anggota kelompok mereka, mengenai jawabannya. • Siswa diberi tahu oleh guru bahwa pemenang adalah kelompok yang mendapat nilai tertinggi • Setelah semua pertanyaan dijawab, guru dan siswa mendiskusikan bersama. 	<p>yang diinginkan. Contoh kelompok 2 memilih tentang Body,color dengan score 200. Jika siswa bisa menjawab pertanyaan , maka nilai 200 untuk mereka.</p> <ul style="list-style-type: none"> • Guru mengintruksikan kepada siswa, jika kelompok tidak bisa menjawab pertanyaan, maka guru akan memilih kelompok lain yang mengangkat tangan dengan cepat. • Guru tidak mengizinkan siswa untuk menggunakan kamus tetapi mereka bisa bertanya kepada anggota kelompok mereka, mengenai jawabannya . • Guru memberi tahu siswa bahwa pemenang adalah kelompok yang mendapat nilai tertinggi. • Setelah semua pertanyaan dijawab, guru dan siswa mendiskusikan bersama. 	
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	<i>Communicating</i> <ul style="list-style-type: none"> • Guru dan peserta didik membahas hasil pekerjaan peserta didik. 	<i>Communicating</i> <ul style="list-style-type: none"> • Guru dan peserta didik membahas hasil pekerjaan peserta didik. 	10
Penutup	<ul style="list-style-type: none"> • Guru meminta Peserta didik untuk menyimpulkan apa yang telah dipelajari. • Guru bertanya tentang kesulitan-kesulitan yang dihadapi peserta didik dalam pelajaran vocabulary. • Guru dan peserta didik berdo'a sebelum meninggalkan kelas. • Guru dan peserta didik mengucapkan salam perpisahan. 	<ul style="list-style-type: none"> • Peserta didik menyimpulkan apa yang telah dipelajari. • Peserta didik mengungkapkan apa saja kesulitan-kesulitan yang mereka hadapi dalam memahami Materi pelajaran vocabulary. • Peserta didik mendengarkan dengan baik dan hal-hal yang diperlukan. • Peserta didik berdo'a sebelum meninggalkan kelas • Peserta didik mengucapkan salam perpisahan. 	5

I. Penelitian

a. Instrument : Terlampiran1

b. Pedoman Penilain : Jumlah skor maksimal keseluruhan = 100

Bandar Lampung, April 2018
Mahasiswa Peneliti

Guru Mata Pelajaran

Bahasa Inggris

Junaidi A, S.pd.

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Mengetahui

Kepala SMP Kartika II-2 Bandar
Lampung

*Lampiran 1***INSTRUMENT PENILAIAN**

Kelompok & Nama :

Tanggal Pengamatan :

Materi Pokok :

SKOR MENGGUNA JEOPARDY GAME

Category 1	Categoiry 2	Category 3	Category 4
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400
500	500	500	500

 Σ Skor perolehan
$$\text{Nilai} = \frac{\text{Skor perolehan}}{\text{Skor Maksimal}} \times 100$$

Skor Maksimal

Kriteria Tingkat Kesulitan Nilai

100 : Mudah sekali

200 : Mudah

300 : Medium

400 : Sulit

500 : Sulit sekali

Appendix 6

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (Control Class)

Sekolah	: SMP Kartika II-2 Bandar Lampung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/Genap
Materi Pokok	: Deskriptif Teks (<i>Animal</i>) :
Kelas/Semester	: VIII / Genap
Pertemuan ke	: 1
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD)

3.9 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .

4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

1. Mampu mengidentifikasi kosakata terkait verbsesuai dengan konteks.
2. Mampu menyebutkan fungsi sosial dari kosakata yang telah dipelajari
3. Mampu mengidentifikasi kosa kata yang terkait.

D. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat.
2. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius.
3. Mengidentifikasi fungsi sosial seperti membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, pada teks deskriptif sederhana tentang tempat wisata, sesuai dengan konteks penggunaannya.
4. Mengidentifikasi struktur teks seperti penyebutan nama, sifat, dan tindakan orang dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
5. Mengidentifikasi unsur kebahasaan seperti kata benda, kata kerja dan kata sifat terkait dengan orang dan ejaan, ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
6. Melengkapi teks deskriptif rumpang tentang tempat wisata dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

E. Materi Pembelajaran

1. Lampiran 1 (*Descriptive text*)
2. Fungsi Sosial

Mempelajari berbagai macam kosa kata untuk menambah pengetahuan tentang kosakata bahasa Inggris khususnya pada kata benda (noun) dan kata sifat (Adjective) sesuai dengan materi yang dipelajari.

3. Struktur teks

- Penyebutan nama orang, binatang, tempat wisata, dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
- Penyebutan ciri orang dan bagiannya
- Penyebutan yang berkaitan dengan bintang.

4. Unsur Kebahasaan

- Using Adjective
- **S + to be + Adj**
It is black color.
- Using Noun Phrases
S + V + Adj + N
Nana is a cute cat.

F. Teknik Pembelajarn

Translation Technique

G. Media, Alat, dan Sumber Pembelajaran:

1. Sumber

- Media : Lembaran Kosakata

2. Alat

- Spidol
- Papan tulis

H. Langkah-langkah Pembelajaran

Kegiatan Pembelajaran	Waktu
Kegiatan Awal <ul style="list-style-type: none"> - Guru masuk ke kelas, guru memberi salam dan menyapa para siswa. Contoh: <i>salam, good morning, students. How are you today?</i> - Guru memberi arahan kepada siswa untuk berdoa - Guru memeriksa kehadiran siswa. Contoh: <i>who is absent today? Where is she/he?</i> - Guru memberikan informasi tema yang akan dipelajari hari ini. - Guru memberikan pertanyaan stimulus kepada siswa, contoh: <i>Do you likes animal?/What animal do you like?</i> 	10 menit
Kegiatan Inti <p>Mengamati</p> <ul style="list-style-type: none"> - Siswa mengamati contoh teks deskriptif yang diberikan oleh guru terkait dengan binatang (<i>animal</i>). - Siswa dibimbing guru memahami bentuk kata seperti <i>noun and adjective</i> berdasarkan contoh teks deskripsi tersebut. <p>Menanya</p> <ul style="list-style-type: none"> - Siswa mempertanyakan perihal arti kosa kata dari contoh teks deskripsi tersebut <p>Mengeksplorasi</p> <ul style="list-style-type: none"> - Siswa membuat daftar kosakata yang terkait dengan contoh teks deskripsi tersebut. - Siswa menterjemahkan daftar kosakata yang telah dibuat. 	70 menit

<ul style="list-style-type: none"> - Siswa menghafal daftar kosakata beserta terjemahannya <p>Mengasosiasi</p> <ul style="list-style-type: none"> - Siswa mengerjakan tugas yang terkait dengan tema, untuk mengetahui apakah siswa memahami pelajaran dipertemuan ini. (lampiran 2) <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> - Siswa mengumpulkan tugas - Siswa dan guru membahas pekerjaan siswa. 	
<p>Penutup</p> <ul style="list-style-type: none"> - Siswa bersama guru menyimpulkan pembelajaran. - Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. - Memberikan umpan balik pada proses dan hasil pembelajaran - Guru menyampaikan rencana pelajaran untuk pertemuan berikutnya. - Guru mengucapkan salam penutup. 	10 menit

I. Penilaian

- Instrument : Terlampir 1
- Pedoman Penilaian: Jumlah skor maksimal keseluruhan=100

Guru Mata Pelajaran
Bahasa Inggris

Bandar Lampung,
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